

RACE TO THE TOP

Ohio Report

Year 4: School Year 2013–2014



U.S. Department of Education
Washington, DC 20202

April 2015

Executive Summary

Race to the Top overview

On February 17, 2009, President Obama signed into law the American Recovery and Reinvestment Act of 2009 (ARRA), historic legislation designed to stimulate the economy, support job creation, and invest in critical sectors, including education. ARRA provided \$4.35 billion for the Race to the Top fund, of which approximately \$4 billion was used to fund comprehensive statewide reform grants under the Race to the Top program.¹ In 2010, the U.S. Department of Education (Department) awarded Race to the Top Phase 1 and Phase 2 grants to 11 States and the District of Columbia. The Race to the Top program is a competitive four-year grant program designed to encourage and reward States that are creating the conditions for education innovation and reform; achieving significant improvement in student outcomes, including making substantial gains in student achievement, closing achievement gaps, and improving high school graduation rates; and ensuring students are prepared for success in college and careers. Since the Race to the Top Phase 1 and 2 competitions, the Department has made additional grants under the Race to the Top Phase 3, Race to the Top – Early Learning Challenge,² and Race to the Top – District³ competitions.

The Race to the Top program is built on the framework of comprehensive reform in four education reform areas:

- Adopting rigorous standards and assessments that prepare students for success in college and the workplace;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices;
- Recruiting, developing, retaining, and rewarding effective teachers and principals; and
- Turning around the lowest-performing schools.

Since education is a complex system, sustained and lasting instructional improvement in classrooms, schools, local educational agencies (LEAs), and States will not be achieved through piecemeal change. Race to the Top builds on the local contexts of States and LEAs participating in the State's Race to the Top plan (participating LEAs)⁴ in the design and implementation of the most effective and innovative approaches that meet the needs of their educators, students, and families.

¹ The remaining funds were awarded under the Race to the Top Assessment program. More information about the Race to the Top Assessment program is available at www.ed.gov/programs/racetothetop-assessment.

² More information on the Race to the Top – Early Learning Challenge can be found at <http://www2.ed.gov/programs/racetothetop-earlylearningchallenge/index.html>.

³ More information on Race to the Top – District can be found at <http://www2.ed.gov/programs/racetothetop-district/index.html>.

⁴ Participating local educational agencies (LEAs) are those LEAs that choose to work with the State to implement all or significant portions of the State's Race to the Top plan, as specified in each LEA's Memorandum of Understanding with the State. Each participating LEA that receives funding under Title I, Part A will receive a share of the 50 percent of a State's grant award that the State must subgrant to LEAs, based on the LEA's relative share of Title I, Part A allocations in the most recent year, in accordance with section 14006(c) of the American Recovery and Reinvestment Act (ARRA).

Race to the Top program review

As part of the Department's commitment to supporting States as they implement ambitious reform agendas, the Department established the Implementation and Support Unit (ISU) in the Office of the Deputy Secretary to administer, among others, the Race to the Top program. The goal of the ISU was to provide assistance to States as they implement unprecedented and comprehensive reforms to improve student outcomes. Consistent with this goal, the Department has developed a Race to the Top program review process that not only addresses the Department's responsibilities for fiscal and programmatic oversight, but is also designed to identify areas in which Race to the Top grantees need assistance and support to meet their goals. Specifically, the ISU worked with Race to the Top grantees to differentiate support based on individual State needs, and helped States work with each other and with experts to achieve and sustain educational reforms that improve student outcomes. In partnership with the ISU, the Reform Support Network (RSN) offers collective and individualized technical assistance and resources to Race to the Top grantees. The RSN's purpose is to support Race to the Top grantees as they implement reforms in education policy and practice, learn from each other, and build their capacity to sustain these reforms.⁵ At the end of Year 4, the Department created the Office of State Support to continue to provide support to States across programs as they implement comprehensive reforms. The Office of State Support will administer programs previously administered by the ISU.

Grantees are accountable for the implementation of their approved Race to the Top plans, and the information and data gathered throughout the program review process help to inform the Department's management and support of the Race to the Top grantees, as well as provide appropriate and timely updates to the public on their progress. In the event that adjustments are required to an approved plan, the grantee must submit a formal amendment request to the Department for consideration. States may submit for Department approval amendment requests to a plan and budget, provided such changes do not significantly affect the scope or objectives of the approved plans. In the event that the Department determines that a grantee is not meeting its goals, activities, timelines, budget, or annual targets, or is not fulfilling other applicable requirements, the Department will take appropriate enforcement action(s), consistent with 34 CFR section 80.43 in the Education Department General Administrative Regulations (EDGAR).⁶

⁵ More information can be found at <http://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/index.html>.

⁶ More information about the Implementation and Support Unit's (ISU's) program review process, State Annual Performance Report (APR) data, and State Scopes of Work can be found at <http://www2.ed.gov/programs/racetothetop/index.html>.

Executive Summary

State-specific summary report

The Department uses the information gathered during the review process (*e.g.*, through monthly calls, onsite reviews, and Annual Performance Reports (APRs)) to draft State-specific summary reports. The State-specific summary report serves as an assessment of a State's annual Race to the Top implementation. The Year 4 report for Phase 2 grantees highlights successes and accomplishments, identifies challenges, and provides lessons learned from implementation from approximately September 2013 through September 2014. Given that Delaware and Tennessee's initial four-year grant periods ended in June and July 2014, respectively, for Phase 1 grantees, the Year 4 report includes the beginning of the no-cost extension year (Year 5).

State's education reform agenda

Ohio is a large state, diverse in both its geography and population. The State has 955 LEAs with more than 3,500 schools, including 325 independent charter schools, which the State refers to as "community schools." A workforce of approximately 110,000 teachers and leaders educate 1.8 million students, 45 percent of whom live in poverty.⁷

The State noted that it is committed to improving student achievement. In its Race to the Top application, the State described student achievement as its "most pressing social and economic imperative." Ohio's overarching goals for its Race to the Top grant, which supports its education reform agenda, are to:

- Increase high school graduation rates by 0.5 percent per year to approximately 88 percent by the end of the grant period;
- Reduce the graduation rate gap by 50 percent between underrepresented and majority students in participating LEAs and community schools;
- Reduce academic performance gaps by 50 percent on national and statewide assessments for the same students;
- Reduce the gap between Ohio and the nation's best-performing states by 50 percent on national reading and mathematics assessments; and
- More than double the increase in college enrollment of students under the age of 19 to 14.5 percent by fall 2013, and more than double the increase in college persistence of enrolled students to 10.35 percent within the same time period.

Ohio's \$400 million Race to the Top grant, 52 percent of which will flow to LEAs participating in Race to the Top, supports new initiatives to advance education reform and accelerate and expand the State's existing reform efforts. The State aims to use these funds to better prepare all students for college and career success; improve data-driven decision-making; recruit, develop, and retain effective teachers and principals; and provide effective supports for its lowest-achieving

schools. To these ends, the State adopted the Common Core State Standards (CCSS) and new assessments; funded the development of an Instructional Improvement System (IIS); developed a new educator evaluation system; and implemented interventions in the State's lowest-achieving schools.

State Years 1 through 3 summary

Ohio developed tools and structures to provide a comprehensive system of support tailored to the needs of all participating LEAs through its Race to the Top grant. In Year 1, the State assigned regional coordinators and specialists (regional staff) to each of its six Race to the Top regions to act as a primary resource for and give targeted support to participating LEAs. In addition, throughout Years 1-3 of the grant, the Ohio Department of Education (ODE) held internal stocktake meetings every six weeks as well as stocktake meetings with LEAs to discuss implementation successes and challenges, gather feedback, and make project adjustments where necessary. The State also established six Race to the Top regions to support participating LEAs: five geographical regions (central, northwest, northeast, southwest, southeast) and one urban region that supports Ohio's eight large, urban participating LEAs.⁸ To familiarize participating LEAs with Race to the Top projects, Ohio provided professional development sessions and technical assistance on CCSS, the Ohio Teacher Evaluation System, the Ohio Principal Evaluation System, new educator preparation initiatives, and the school intervention efforts for Ohio's persistently lowest-achieving (PLA) schools throughout the grant period.⁹

Through its Race to the Top grant, Ohio set forth to ensure that all educators are teaching to the State's enhanced standards and have the necessary support to do so effectively. To facilitate this, in Years 1-3 the State provided resources and supports to assist LEAs implementing the CCSS in English language arts (ELA) and mathematics including model curricula, quality review rubrics, and training materials. Ohio also revised its standards for science and social studies (referred to as Ohio's Next Generation State Standards in science and social studies) in Year 1. Furthermore, in Year 2, Ohio created a committee of representatives from high schools and institutions of higher education

⁸ The eight large urban participating LEAs include Cleveland, Dayton, Akron, Youngstown, Columbus, Cincinnati, Toledo, and Canton.

⁹ Race to the Top States' plans include supporting their LEAs in turning around the lowest-achieving schools by implementing one of the four school intervention models:

Turnaround model: Replace the principal and hire no more than 50 percent of the staff and grant the principal sufficient operational flexibility (including in staffing, calendars/time and budgeting) to fully implement a comprehensive approach to substantially improve student outcomes.

Restart model: Convert a school or close and reopen it under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process.

School closure: Close a school and enroll the students who attended that school in other schools in the district that are higher achieving.

Transformation model: Implement each of the following strategies: (1) replace the principal and take steps to increase teacher and school leader effectiveness, (2) institute comprehensive instructional reforms, (3) increase learning time and create community-oriented schools, and (4) provide operational flexibility and sustained support.

⁷ This section reflects counts of schools and students reported in the State's Phase 2 application (fall 2010).

Executive Summary

(IHEs) to align college and career standards with college and university entrance requirements.

To improve educator effectiveness, the State planned to conduct annual educator evaluations that take into account student growth. To accomplish this, the ODE developed the Ohio Teacher Evaluation System and the Ohio Principal Evaluation System. The State piloted the teacher evaluation system in 136 LEAs in school year (SY) 2011-2012 and worked with a vendor to develop and deploy required training and online credentialing for evaluators of teachers and principals. In addition, the Ohio Board of Regents drafted educator preparation quality metrics and revised its education preparation program report card to hold educator preparation programs accountable for graduate success.

To better use, manage, and analyze education data, the State worked with Massachusetts to issue a cross-State procurement to develop an IIS with various data analysis and reporting capabilities. Despite significant project delays in the development of its IIS, the State secured its IIS vendor in Year 3. ODE was able to quickly realign with its original implementation schedule by conducting a small pilot and hosting informational webinars and trainings for LEAs on the timeline, functionality, and cost of the system.

The State's Race to the Top plan also included strategies to identify, publicly report on, and significantly improve performance in Ohio's lowest-achieving schools. To do so, in Years 1 through 3, the State provided its 70 PLA schools biweekly professional development opportunities and information on best practices for improving student achievement. The State also awarded competitive grants to 56 LEAs to create and implement innovative models for school reform and improve student success.

Finally, to share science, technology, engineering, and mathematics (STEM) best practices statewide, Ohio established six regional STEM hubs in SY 2011-2012. These hubs address local STEM needs and provide specialized services to LEAs participating in Ohio's STEM initiatives. Furthermore, to rigorously review and improve STEM implementation, the State used rubrics and updated their data collection processes.

Although the State was able to successfully execute across all areas of its plan, ODE face a number of challenges throughout Years 1-3 of the grant period. Transitions in leadership and key staff resulted in timeline delays for several initiatives and State budget deficits required the State to reduce ODE staff. ODE staff was also challenged to devote resources to respond to ongoing legislative changes and requirements. Specifically, Ohio Senate Bill 21 strengthened the Third Grade Reading Guarantee to give greater emphasis to reading instruction and intervention in the early grades and Ohio House Bill 555 modified the method for using the value-added progress

dimension for student growth to evaluate teachers.¹⁰ Lastly, as a result of ODE's failure to engage some participating LEAs in the State's initiatives, particularly those with low Race to the Top funding allocations, the number of participating LEAs decreased from 538 at the start of the grant period to 462 by June 2012. For more information on the decrease in number of participating LEAs, see "LEA participation" in *State Success Factors*.

The State also continued to report ongoing concerns and efforts to mitigate the variable quality of LEA implementation of educator evaluation systems. Although 23 LEAs fully implemented teacher evaluation systems in SY 2012-2013, the State did not systematically collect data from the other participating LEAs on which aspects of the evaluation systems they implemented during Year 3. As a result, it is unclear how the State provided high-quality support for all participating LEAs in Year 3 or assessed their readiness to fully implement evaluation systems in SY 2013-2014.

Lastly, although Ohio set forth to use annual educator evaluations to inform the equitable access to effective and highly-effective teachers and principals, ODE's benchmarks for use of the Equitable Distribution of Effective and Highly Effective Educators tool (equitable distribution tool), a tracking tool which LEAs can populate with effectiveness data, did not align with the timeline for the implementation of the teacher evaluation system. As a result, the State experienced major delays in fully using educator effectiveness data in the equitable distribution tool to inform equitable access to effective and highly-effective educators.

State Year 4 summary

Successes

In Year 4, or SY 2013-2014, the State made improvements in its collection and analysis of data. ODE utilized various data collection methods, including the Year 4 Implementation Survey, to assess the quality of each LEA's implementation of the grant and provide targeted supports based on this data. ODE also leveraged its regional support structure to support grant implementation in the field and developed a revised regional support model to provide differentiated supports based on LEA-specific needs.

¹⁰ Ohio Senate Bill 21, released in summer 2012, strengthened the Third Grade Reading Guarantee to give greater emphasis to reading instruction and intervention in the early grades. Through the initiative, school districts and community schools diagnose reading deficiencies in students at grades kindergarten through three, create individualized reading improvement and monitoring plans, and provide intensive reading interventions. The new law also includes additional requirements for school districts and community schools. Ohio House Bill 555, signed into law in December 2012 and effective as of March 22, 2013, modified the manner in which the value-added progress dimensions for student academic growth measure must be used to evaluate teachers. The legislation clarified that the value-added progress dimension shall be used in the student growth portion of an evaluation in proportion to the part of a teacher's schedule of courses or subjects for which the value-added progress dimension is applicable.

Executive Summary

The State developed and piloted Next Generation Assessments for social studies and science in spring 2013.¹¹ Following their development, Ohio worked diligently to prepare educators to implement these as well as the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments for ELA and mathematics in SY 2014-2015.¹² ODE provided the field with resources and trainings, including PARCC sample items, and solicited feedback on their quality. The State also scaled up its support by using a PARCC practice test, PARCC field test, technological readiness assessment, and a dual-aligned assessment, as steps in the transition to the new, enhanced assessments. The dual-aligned assessment consists of items from the Ohio Achievement Assessment item bank that are aligned to the CCSS and Next Generation State Standards in science and social studies.

The State remained on track with its timelines related to the teacher and principal evaluation systems and participating LEAs fully implemented qualifying educator evaluation systems in SY 2013-2014. ODE continued to provide resources, training, and support on evaluation systems as well as the electronic teacher and principal evaluation system (eTPES), which LEAs used to input effectiveness data. Furthermore, the State used specialists to provide technical assistance on student growth measures, assessment literacy, and student learning objectives.

The State also remained on track with its implementation schedule for the IIS. After initial project delays, in Year 4 the State deployed the IIS to all participating LEAs that had signed up for the system. In addition, ODE provided participating LEAs implementing the system with resources and support, collected data on LEA engagement and usage of the system, and made appropriate adjustments.

Lastly, the State continued to collect and analyze monitoring data from its lowest-achieving schools and make appropriate adjustments, including adjustments to its technical assistance delivery model. Through dedicated transformation and innovation specialists, the State provided 70 PLA schools and 65 innovative model grantees with ongoing support through SY 2013-2014.

Challenges

The State continued to experience uncertainty during the year as a result of changes in leadership, including the Race to the Top Director and three education reform area leads. In addition, legislative changes throughout Year 4 caused ODE to make midcourse corrections to its implementation and posed significant communication challenges for the State. These legislative changes updated the State's graduation

¹¹ The Ohio Department of Education (ODE) is not using any Race to the Top funds to support the development of the Next Generation Assessments, as statewide summative assessment costs are not a permitted use of funds in the Race to the Top grant program.

¹² Ohio will administer the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for English language arts (grades four through eight and high school) and mathematics (grades three through eight and high school) and the Next Generation Assessments in science (grades five, eight, and high school) and social studies (grades four, six, and high school) in school year (SY) 2014-2015. For additional information on these assessments, see *Standards and Assessments*.

requirements, delayed when student growth data would be used to inform high-stakes decisions, and provided LEAs the flexibility to reduce the student growth component of educator evaluation ratings, among other changes. For more information on these bills, see *Standards and Assessments* and *Great Teachers and Leaders*.

Although the State successfully rolled out the IIS on track with its timeline, surveys and feedback from regional specialists indicated that many LEAs were not effectively using the IIS. In addition, many LEAs reported functionality problems with the system. In response, ODE worked with its vendor to improve system functionality, worked with regional staff to increase LEA engagement, and credentialed regional specialists to become trainers. However, if these problems are not solved while the system remains free, the State risks reducing participation in the IIS, which will raise the cost of the system in future years.

Lastly, the State faced several noteworthy challenges in its *Great Teachers and Leaders* work. Although ODE supported participating LEAs to fully implement qualifying evaluation systems in SY 2013-2014, it is unclear how the State is tracking fidelity of implementation and supporting LEAs to develop improvement plans for their evaluation systems. In addition, ODE reported continued low engagement with the State's METWorks resources, which provide information on identifying and implementing strategies to recruit and hire teachers and administrators, and the Teacher Exit Survey.

Looking ahead

During the no-cost extension period in SY 2014-2015, or Year 5, Ohio will continue to assess and revise its structures to ensure high-quality implementation of all of its projects. ODE expects to provide personalized support for participating LEAs that will continue Race to the Top participation in Year 5 and will use its regional staff to disseminate updated information, clarify content, and answer questions from the field. The State also intends to provide additional curriculum supports and resources on its website. ODE will evaluate and continuously improve the quality of these resources to prepare educators to implement the PARCC assessments in ELA and mathematics and Next Generation Assessments in science and social studies in SY 2014-2015.

In Year 5, the State plans to support and continuously improve implementation of the IIS and educator evaluation systems. ODE will provide system upgrades to the IIS to improve its functionality and will support schools to develop additional assessment items and educational resources for the system. The State will continue to use specialists to aid participating LEAs in fully implementing the State-developed teacher and principal evaluation systems or aligned systems. ODE intends to continue to collect feedback from users and make ongoing revisions to the eTPES that supports evaluation system implementation.

The State expects to continue working with transformation and innovation specialists to support implementation of its turnaround

Executive Summary

work as well as its STEM initiatives. ODE plans to continue providing supports for PLA schools implementing school intervention initiatives and monitoring the progress of innovative model grantees. The State also expects to continue its partnership with the Ohio STEM Learning

Network (STEM Network) to provide technical assistance on STEM implementation and offer professional development for STEM educators and administrators.

State Success Factors

Race to the Top States are developing a comprehensive and coherent approach to education reform. This involves creating plans to build strong statewide capacity to implement, scale up, and sustain the reforms initiated by the Race to the Top grant program.

Building capacity to support LEAs

In Year 4, the State continued to implement its tiered support structure that includes a six-member Race to the Top Delivery Unit at the State educational agency (SEA), 24 ODE personnel managing and coordinating the 15 Race to the Top projects, 6 regional coordinators, and 16 regional specialists as liaisons to LEAs in the field. The Race to the Top Delivery Unit convened ODE education reform area project leads and regional staff every six weeks for stocktake meetings to analyze Race to the Top implementation, identify areas for improvement, make adjustments to its execution strategy, and plan for sustainability beyond the grant period. The State reported that this support structure allowed for effective information-sharing and helped the State to better support LEAs in grant implementation.

Despite its robust regional structure, the State continued to experience uncertainty during the year as a result of changes in leadership, including the Race to the Top Director and three education reform area leads. Furthermore, similar to Year 3, ODE was challenged to respond and adapt to ongoing legislative changes and requirements related to assessments and teacher evaluations. See *Standards and Assessments* and *Great Teachers and Leaders* for additional information on these legislative changes. While the cause of several of these challenges was beyond ODE's control, the State had to work quickly to provide clear information and ongoing support to LEAs regarding updated requirements and expectations for implementation.

Support and accountability for LEAs

LEA supports

During Year 4, the State continued to rely on regional coordinators, specialists, and frequent feedback loops to support participating LEAs. Regional staff reached out to their assigned LEAs frequently to discuss implementation reports and strengthen lines of communication between educators and ODE. Regional staff also continued to provide LEAs with personalized support based on student growth

data, resource needs, and local capacity or investment in the reforms. Additionally, the State continued to coordinate with Educational Service Centers, curriculum centers, and regional support networks to help ensure that LEAs statewide could access various professional development opportunities.

In SY 2013-2014, ODE continued to conduct onsite meetings at each participating LEA to provide support for achieving annual Race to the Top goals. Based on these meetings, the State developed the Year 4 Implementation Survey for LEAs to self-assess their implementation progress according to their Race to the Top commitments. Regional staff administered the Year 4 Implementation Survey to all participating LEAs in fall 2014. The results showed significant progress across LEAs in many areas including the use of data to inform decision-making. The results also highlighted several areas for improvement, such as supporting LEAs to develop improvement plans for their evaluation systems and creating plans to sustain the support structure at the LEA level.

The State used the data collected in the Implementation Survey to inform a revised model of regional support according to three specialty areas: classroom best practices (*e.g.*, student growth measures and new standards and assessments), sustainability (*e.g.*, data analysis), and the IIS. ODE tasked regional staff members to serve as regional experts for one of the three specialty areas to provide personalized support to LEAs based on their identified needs.

Monitoring

In Year 4, the State continued to collect and analyze data to assess progress and improve grant implementation. As in prior years of the grant, regional specialists used an LEA reporting tool, which included monthly reports submitted by LEAs, to track progress, identify challenges, and differentiate resources and support. In addition, participating LEAs continued to use the State's SharePoint site to access resources and submit responses to monitoring protocols and budget requests. Finally, ODE continued to implement processes established in Years 1 through 3 of the grant. These processes include a comprehensive annual review of each LEA's updated Scope of Work

State Success Factors

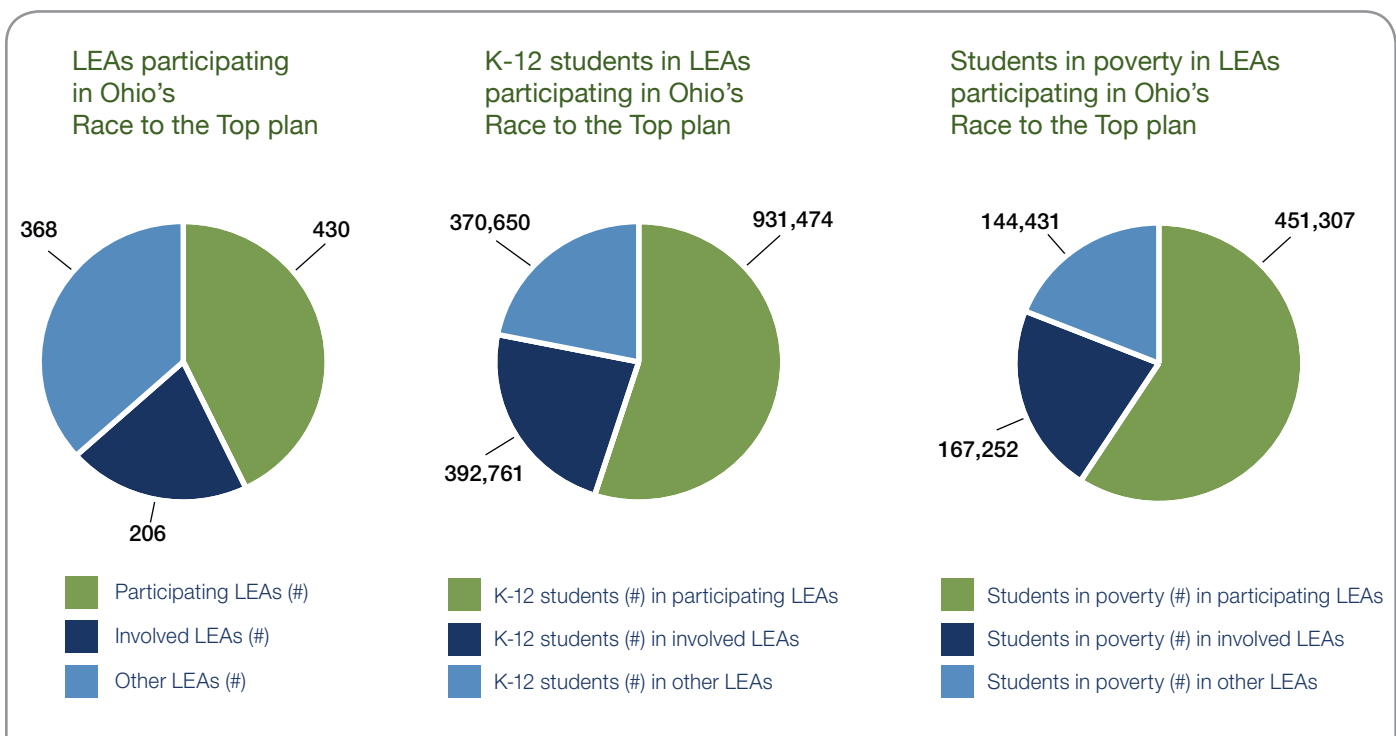
and budget, a funding reimbursement request process with internal checks, and annual monitoring visits to assess the quality of grant implementation in participating LEAs.

The State relied heavily on data collection to monitor LEA progress on Race to the Top projects. Namely, ODE collected data from participating LEAs to ensure Race to the Top plans were executed with fidelity and also developed and administered the Year 4 Implementation Survey. The State also conducted an external evaluation on the impact of Race to the Top by comparing outcomes in participating LEAs to non-Race to the Top LEAs. The Race to the Top districts in this study had higher enrollment numbers as well as a higher percentage of minority students, students with disabilities, and low-income students than the non-Race to the Top districts. Despite these differences, the study showed that both the Race to the Top and

non-Race to the Top public school districts showed a 2.4 performance index gain when comparing the three-year average prior to Race to the Top and the SY 2012-2013 report card data.

LEA participation

Ohio reported 368 participating LEAs as of June 30, 2014. These LEAs serve over 54 percent of the State's kindergarten through twelfth grade (K-12) students and over 59 percent of its students in poverty. This also represents a decrease of 168 participating LEAs (roughly 31 percent) since the start of the grant.¹³ In an effort to mitigate the effects of this decline in formal participation, ODE has expanded several of its State-level Race to the Top projects and initiatives to provide resources and information to all LEAs, regardless of their involvement in the grant.



The number of K-12 students and number of students in poverty statewide are calculated using pre-release data from the National Center for Education Statistics' (NCES) Common Core of Data (CCD). Students in poverty statewide comes from the CCD measure of the number of students eligible for free or reduced price lunch subsidy (commonly used as a proxy for the number of students who are economically disadvantaged in a school) under the U.S. Department of Agriculture's National School Lunch Program. The students in poverty statewide and number of K-12 students statewide counts are aggregations of school-level counts summed to State-level counts. Statistical procedures were applied systematically by CCD to these data to prevent potential disclosure of information about individual students as well as for data quality assurance; consequently State-level counts may differ from those originally reported by the State. Please note that these data are considered to be preliminary as of August 11, 2014.

For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

¹³ As reported in the Race to the Top APR (www.rtt-apr.us), Ohio's total number of participating LEAs dropped from 536 in the approved application to 478 as of June 2011, 464 as of June 2012, 445 as of June 2013, and 368 as of June 2014. The reduction in number of participating LEAs resulted in a decrease of 179,496 participating kindergarten through twelfth grade (K-12) students.

State Success Factors

Stakeholder engagement

The State continued to communicate with participating LEAs through regional staff, the ODE Race to the Top website, a weekly newsletter, ongoing surveys, social media (*e.g.*, Facebook and Twitter), and various other avenues. The State frequently updated the ODE website with new information, alerts, and resources and tracked usage by recording the number of hits and new posts on the Race to the Top webpage. ODE also held several conferences to connect educators, share best practices, and discuss sustainability beyond the Race to the Top grant. In October 2013, ODE held the 2013 Ohio Annual Statewide Education Conference on continuously improving and sustaining LEA Race to the Top work. The conference was attended by approximately 3,000 educators and included topics on the new State assessments, the Third Grade Reading Guarantee, the IIS, and student learning objectives.¹⁴ Race to the Top staff also worked closely with the ODE Communications office to plan and execute its Year 4 Spring Education Symposium. The symposium was held in March 2014 and focused primarily on assessment literacy. The State, however, relied mainly on anecdotal feedback to gauge the effectiveness of its outreach efforts.

Throughout Year 4, ODE held standing meetings with the Ohio Federation of Teachers and the Ohio Education Association to provide updates from the field, solicit feedback, and work in tandem to address problems identified at the LEA level. The State also met periodically with superintendents, principal organizations, the State Reform Steering Team, and other education stakeholder groups to maximize existing resources and analyze the State's implementation to date. In addition, the State worked in conjunction with Educational Service Centers to support Race to the Top projects. These centers continued to employ regional staff and other Race to the Top personnel to provide training and support on the new evaluation systems, standards, and assessments.

The Ohio Education Research Center (OERC) continued to work on its long-term research agenda and implement numerous ongoing research and evaluation projects, such as the impact of the new State evaluation systems on teacher and principal evaluations as well as outcomes for teacher preparation program graduates. In June 2014, the OERC held its Year 4 research conference for LEAs statewide to present findings from its studies and share experiences from implementation efforts to date. The State reported that the event was

attended by a wide variety of stakeholders. Lastly, in March 2014, the Learning Network website, a repository of OERC resources, went live on a vendor's webpage. The website allows access to OERC resources and connects educators, researchers, and policymakers by providing a discussion space to collaborate and exchange ideas.

Successes and challenges

In Year 4, the State continued to reevaluate and revise its structures and approaches to implementation. ODE utilized various data collection methods, including the Year 4 Implementation Survey, to assess the quality of each LEA's implementation of the grant. The State also continued to use its regional structure to support grant implementation in the field and developed a revised delivery model to provide differentiated supports based on the needs specific to each LEA. This revised support system illustrates the State's commitment to continuous improvement and ongoing effort to adapt to the needs of its LEAs.

In SY 2013-2014, the State continued to garner the support of its partners, including teacher associations, to advance Race to the Top reforms and problem-solve issues of grant implementation. The State also continued to collaborate with Educational Service Centers to provide LEAs with resources and trainings in support of Race to the Top work. The State relied heavily on social media, the regional support structure, the Race to the Top webpage, and a weekly newsletter to communicate with participating LEAs, stakeholders, and the general public.

Despite these successes, ODE and educators spent a majority of SY 2013-2014 in a state of uncertainty as ODE faced leadership transitions and adjusted to ongoing legislative changes. ODE staff had to reallocate resources and time to focus on filling vacancies and providing updated guidance. This posed significant communication and implementation challenges for the State and reduced the capacity of ODE to focus on LEA implementation. Given these challenges, the State had limited time to plan for ways in which to sustain these projects beyond the grant period, including during the Year 5 no-cost extension period.

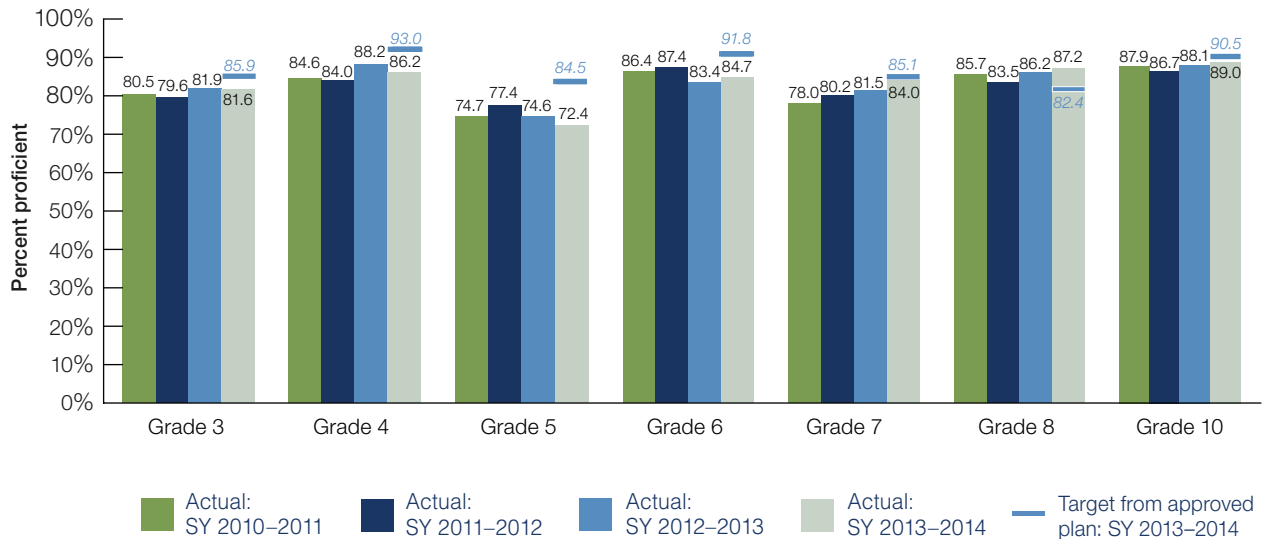
¹⁴ Ohio's Third Grade Reading Guarantee, part of Senate Bill 316 that passed in May 2012, requires students entering third grade in SY 2013-2014 or later to reach a specific cut score, to be determined by the State Board of Education, on the State reading test in order to be promoted to fourth grade.

State Success Factors

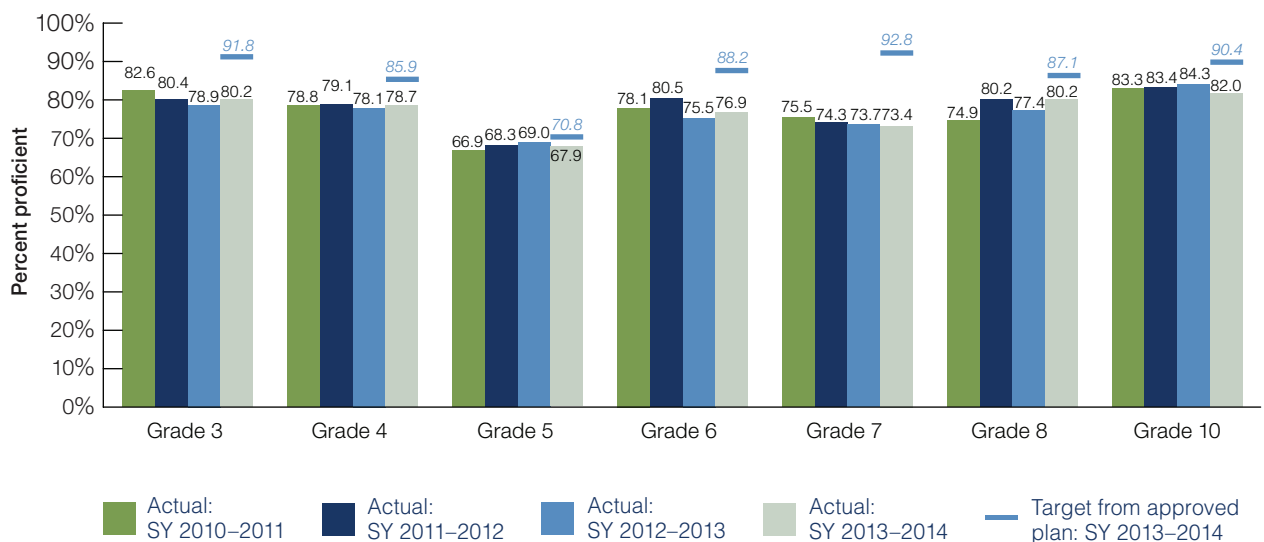
Student outcomes data

From SY 2011-2012 to SY 2013-2014, Ohio's State ELA and mathematics assessment data illustrates mixed results. During this four-year period, student proficiency on the State ELA assessment increased for grades three, four, seven, eight, and ten, but decreased for grades five and six. Whereas, student proficiency on the State mathematics assessment increased in grades five and eight and decreased for the remaining grades.

Student proficiency on Ohio's ELA assessment



Student proficiency on Ohio's mathematics assessment



Preliminary SY 2013-2014 data reported as of: November 12, 2014.

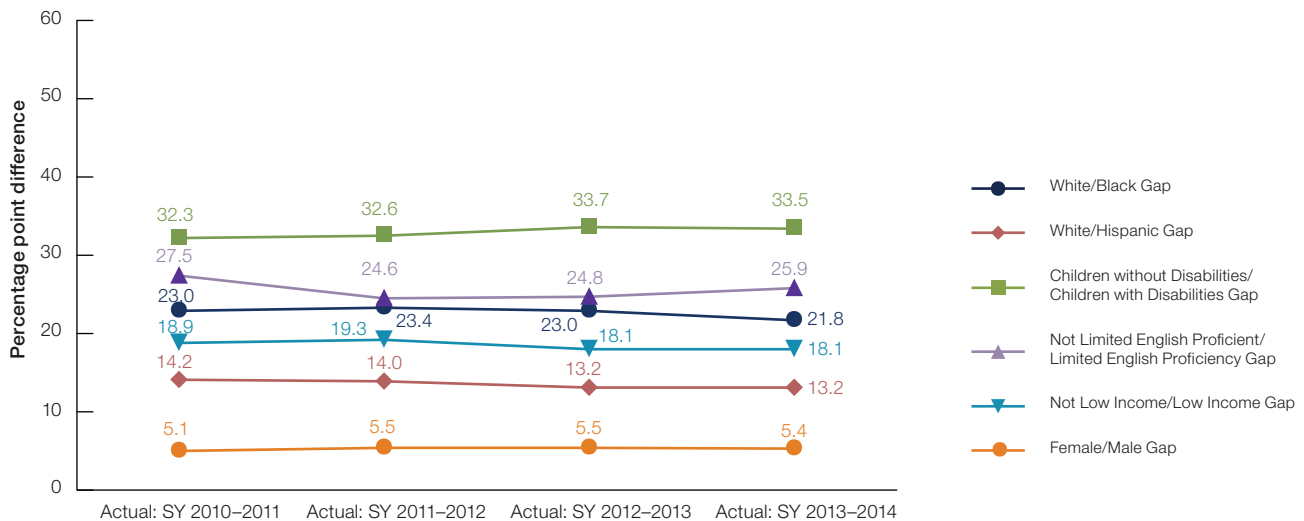
NOTE: Over the last four years, a number of States adopted new assessments and/or cut scores.

For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

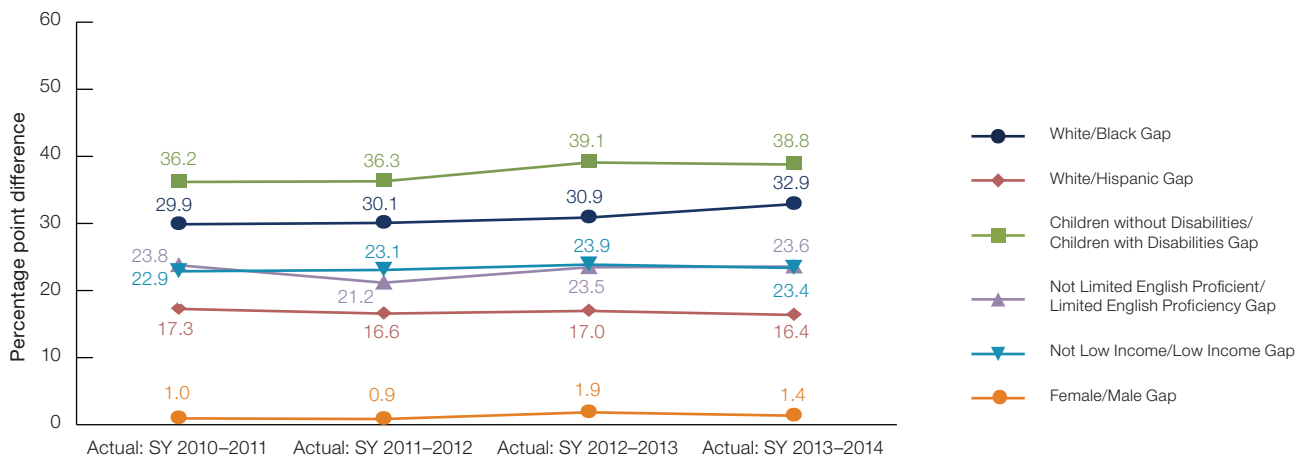
State Success Factors

From SY 2010-2011 to SY 2013-2014, achievement gaps on the State ELA assessment decreased for all sub-groups except for the children without disabilities and children with disabilities sub-group. During the same time period, the State's effort to close achievement gaps on the State mathematics assessment had mixed results. Achievement gaps between both the White and Hispanic sub-group and students with limited English proficiency and students without limited English proficiency sub-group decreased. However, the achievement gaps for the remaining sub-groups increased.

Achievement gap on Ohio's ELA assessment



Achievement gap on Ohio's mathematics assessment



Preliminary SY 2013-2014 data reported as of: November 12, 2014.

Numbers in the graph represent the gap over four school years between two sub-groups on the State's ELA and mathematics assessments.

Achievement gaps were calculated by subtracting the percent of students scoring proficient in the lower-performing sub-group from the percent of students scoring proficient in the higher-performing sub-group to get the percentage point difference between the proficiency of the two sub-groups.

If the achievement gap narrowed between two sub-groups, the line will slope downward. If the achievement gap increased between two sub-groups, the line will slope upward.

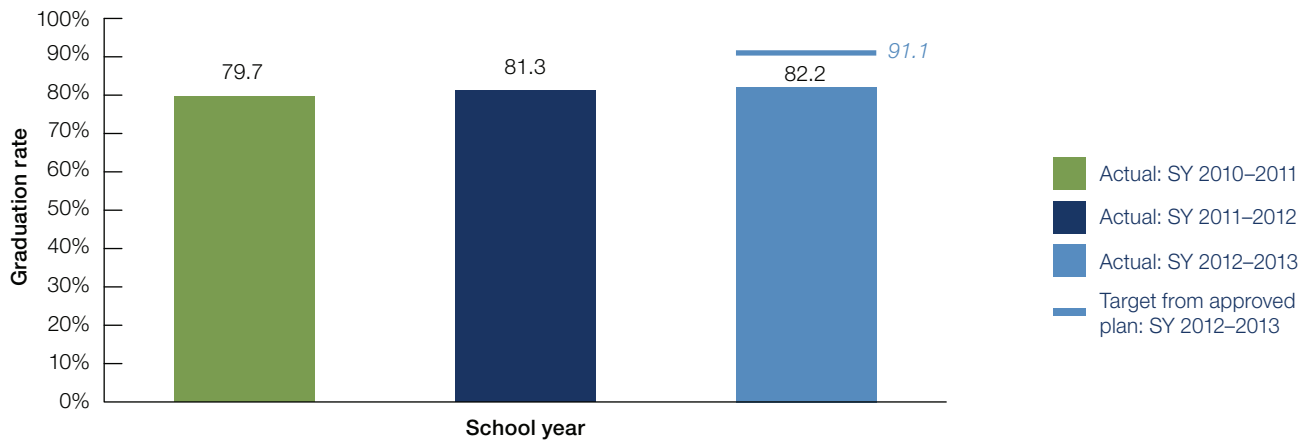
NOTE: Over the last four years, a number of States adopted new assessments and/or cut scores.

For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

State Success Factors

Ohio's high school graduation rate increased steadily from SY 2010-2011 to SY 2012-2013. However, the State's college enrollment rate decreased from SY 2010-2011 to SY 2013-2014.

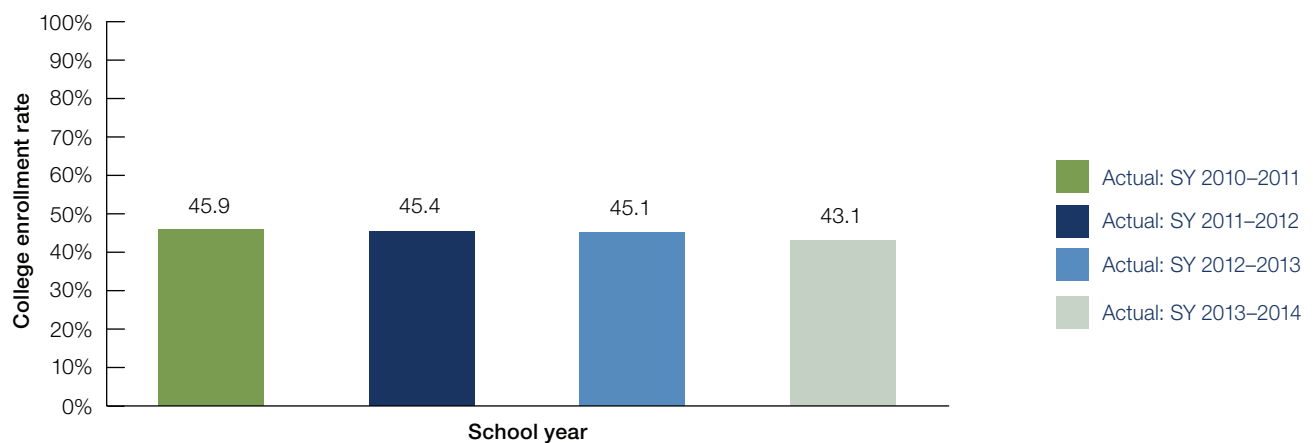
High school graduation rate



Preliminary SY 2012-2013 data reported as of: October 17, 2014.

For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

College enrollment rate



Preliminary SY 2013-2014 data reported as of: October 9, 2014.

For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

The Department provided guidance to States regarding the reporting period for college enrollment. For SY 2013-2014 data, States report on the students who graduated from high school in SY 2011-2012 and enrolled in an institution of higher education (IHE).

Standards and Assessments

Implementing rigorous college- and career-ready standards and assessments that prepare students for success in college and career is an integral aspect of education reform in all Race to the Top States.

Supporting the transition to college- and career-ready standards and high-quality assessments

In June 2010, the Ohio Board of Education adopted the CCSS in ELA and mathematics and revised Ohio's academic content standards in science and social studies. In November 2011, Ohio announced its decision to become a governing State in the PARCC assessment consortium.

College- and career-ready standards

In SY 2013-2014, LEAs used resources developed by both educators and the State to implement the CCSS for K-12 ELA and mathematics as well as Ohio's revised State standards for pre-kindergarten through twelfth grade (PK-12) in science and social studies. Over Years 2 through 4, the State developed and posted to its website 54 models of curricula broken out by grade and subject for CCSS and Ohio's revised State standards.¹⁵ In SY 2013-2014, ODE established the Network of Regional Leaders, composed of teacher leaders and curriculum directors, to vet educator-created curriculum resources and instructional strategies. The Network used rubrics and rating process guides to rigorously review resources prior to posting them on the ODE website. ODE collected user feedback on curricula resources through a link on the website but reported that this feedback mechanism was not widely used. The State reported that it plans to move the models of curricula to the IIS and include a mechanism to solicit better feedback on the utility of the resources and instructional strategies.

The State hosted trainings for regional leaders on how to use the Educators Evaluating the Quality of Instructional Products (EQuIP) quality review rubrics for ELA and mathematics as well as the quality review rubrics for social studies and science on lesson development and evaluation. ODE also conducted regional and virtual train-the-trainer sessions for educators on the instructional standards and worked with network regional leaders to develop high-quality training materials. The State recorded webinars on various CCSS-related themes including standards, model curricula, and assessments and posted them on the ODE webpage. Further, ODE developed additional formative instructional practice (FIP) modules on how to integrate formative instruction with specific content in ELA, mathematics, science, and social studies (see *Data Systems to Support Instruction* for additional information).

¹⁵ State legislation (Ohio House Bill 1 of the 128th General Assembly) required the State to develop model curricula units aligned to the standards and new assessments. All curriculum resources are available by content area on the State's website at: <http://education.ohio.gov/Topics/Academic-Content-Standards>. Educators that wish to add additional resources may do so through an online submission form found at <http://survey.education.ohio.gov/se.ashx?s=60DA72700C42A2BE>.

Building on the work from previous years, ODE convened a core advisory committee of higher education and high school educators on a bimonthly basis to align college readiness expectations to the CCSS and the high school curriculum to college expectations, as well as to develop a guidance document for the components of a strong high school-higher education alignment plan. The State also used 14 regional consortia composed of high school and higher education faculty to develop resources, products, and tools to support high school and higher education alignment. In Year 4, the consortia began developing a digital toolkit consisting of resources and strategies to reduce remediation, which it plans to finalize during the Year 5 no-cost extension period. Although the toolkit is not yet finalized, ODE reported that it has completed alignment of remediation-free college enrollment expectations to high school graduation requirements. In addition, the State identified assessments that districts can use to ensure students are on track for college- and career-readiness (e.g., American College Testing (ACT), Scholastic Aptitude Test (SAT), COMPASS, and Accuplacer) and determined cut scores for various stages of assessments that lead to remediation-free status in college.

Assessments

Throughout Year 4, ODE continued to serve as a governing member of the PARCC consortium. ODE staff from the Office of Curriculum and Assessment participated in PARCC Workgroups for test design, data and technology, accessibility, and accommodations. The State's higher education sector also supported the PARCC work, serving alongside K-12 representatives from Ohio on several PARCC Workgroups. In SY 2013-2014, the State shared assessment items and other resources developed by PARCC on the ODE webpage. The State reported that although resources for the revised assessments have been shared on the ODE webpage, it plans to include these resources on the IIS and iLearn Ohio systems as well. For more information on the IIS and iLearn Ohio systems, see *Data Systems to Support Instruction*.

The State finished developing the Next Generation science and social studies assessments in spring 2013. Ohio plans to implement its Next Generation Assessments in science and social studies alongside the PARCC assessments starting in SY 2014-2015. In preparation, ODE assembled a cadre of 24 educator leaders representing a wide range of K-12 regions, content areas, and special student groups (e.g., English learners, students with disabilities, gifted students) to provide support on the implementation of Ohio's Next Generation Assessments. To support educators with the transition to the new assessments, ODE posted PARCC practice tests for ELA and mathematics on its webpage, supported PARCC field tests on the ELA and mathematics assessments, and administered a paper and pencil bridge assessment that covered items aligned to both the existing Ohio standards and CCSS. In addition, the State updated its guidelines around the technology specifications required to implement PARCC

Standards and Assessments

and conducted a technological readiness assessment in fall 2013 to assess districts' readiness for a computer-based exam. Despite its efforts to prepare LEAs to implement both the PARCC assessments and Next Generation Assessments, the State reported concerns with LEAs' technological readiness to implement these computer-based assessments in SY 2014-2015. As a result, ODE is also developing policy guidance on the administration of paper and pencil tests for LEAs that will not be ready for computer-based assessments in SY 2014-2015.

In June 2014, the Ohio legislature passed Ohio House Bill 487, which updated the State's graduation requirements beginning with the class of 2018. For more information on Ohio House Bill 487, see *Great Teachers and Leaders*. Beginning with this class, students will take seven end-of-course exams over four years of high school in the PARCC ELA and mathematics assessments (English 1 and 2, geometry, and Algebra I) as well as the Next Generation Assessments in science and social studies (physical science, American history, and American government) in place of the Ohio Graduation Tests. During SY 2014-2015, students in tenth grade and any students in eleventh or twelfth grade that were not proficient on the Ohio Graduation Test for any subject in spring 2014 will retake the Ohio Graduation Test in spring 2015 rather than the PARCC assessments and Next Generation Assessment for science.¹⁶ To meet the demands of the Third Grade Reading Guarantee, the State legislature also passed Ohio House Bill 367 in December 2014. According to Ohio House Bill 367, all Ohio third grade students will take the Ohio Achievement Assessment instead of the PARCC ELA assessment in SY 2014-2015. The State plans to implement the PARCC ELA assessment for all third grade students in SY 2015-2016.

In response to these legislative changes, ODE created a page on its website to provide educators, families, and other stakeholders with additional resources, guidance, and communication related to these new expectations. The State also continued to provide updates in newsletters, host webinars and trainings, present at education symposiums, and provide information to teacher and principal unions and associations regarding the Next Generation Assessments for science and social studies and PARCC assessments.

Assessment pilots

Ohio continued its work piloting formative, performance-based, and kindergarten readiness assessments during Year 4. The State held bimonthly conference meetings, webinars, and professional development sessions with formative assessment coaches to support the 20 schools piloting formative assessment strategies. FIP coaches also supported educators to develop ePortfolios on formative assessment strategies at pilot sites. ODE contracted with the Ohio Resource Center to vet these entries for alignment and rigor and to submit qualifying entries to the models of curricula. The State plans to make these resources available for educators in fall 2014.

¹⁶ The State reported that it does not plan to administer the Ohio Graduation Test beyond SY 2014-2015.

In addition, the State brought together five cohorts of the Ohio Performance Assessment Pilot Project participants to create a task bank for performance-based assessments in ELA, mathematics, science, and social studies. The State field tested the elementary and high school performance assessment tasks in Year 4. ODE also piloted performance-based assessments with a cohort of middle schools in February 2014. To date, the State has posted one learning task from each of the four content areas as a sample on the Ohio Performance Assessment Pilot Project website. ODE is collaborating with vendors to develop groups of resources that combine a learning task with an assessment task for performance-based assessments. ODE plans to move these items to the IIS platform to improve access to resources for performance-based assessments.

ODE continued to work on its Race to the Top – Early Learning Challenge grant, expanding its collaborative effort with the Maryland Department of Education to develop an Early Childhood Comprehensive Assessment System that includes a Kindergarten Readiness Assessment. After developing and piloting an Early Childhood Comprehensive Assessment System blueprint that is based on common standards in 22 LEAs in Year 3, the State field tested the assessments with a statewide sample of kindergarten students in fall 2013. ODE revised assessment items based on this field test and rolled out finalized products statewide in April 2014. ODE also continued to prepare educators to implement the Early Childhood Comprehensive Assessment System in SY 2014-2015 through train the trainer sessions, webinars, and regional meetings. In addition, 16 regional State Support Teams provided targeted supports on early learning, school readiness, and special education.¹⁷

Assessments for non-tested grades and subjects.¹⁸

The State designed competitive grants that support LEAs in developing assessments that measure student growth in non-tested grades and subjects and awarded these grants to 81 LEAs in SYs 2011-2012 and 2012-2013. The State partnered with the OERC to conduct an evaluation in SY 2013-2014 to inform student growth measures options for educators statewide. One positive finding that emerged is that using student growth measures in evaluation systems has caused some principals to build in more teacher collaboration time in the daily schedule. In addition, many teachers in the OERC study reported that data on student growth measures had sparked positive conversations with administrators on improving instructional methods. One concern related to teacher confusion over the calculation of value-added scores.

¹⁷ Ohio developed 16 State Support Teams to provide targeted supports for early learning and school readiness as well as special education. State Support Teams are housed in or connected to Educational Service Centers.

¹⁸ This section describes Ohio's progress developing assessments to measure student growth in non-tested grades and subjects. For more information on how resulting value-added growth measures are used to evaluate educators of non-tested grades and subjects, see *Great Teachers and Leaders*.

Standards and Assessments

Successes and challenges

ODE provided numerous resources and supports for educators as they transition to the CCSS and the revised State standards for science and social studies. Such resources include the model curricula, which consist of resources and instructional strategies aligned to the new standards, webinars, and professional development modules. Furthermore, the State collected educator feedback through a link on the ODE website to improve the quality of these resources. ODE continued to support competitive grants to regional partnerships between LEAs and IHEs to align curriculum and college readiness expectations. To aid in the alignment process, the State supported regional consortia to develop a digital toolkit consisting of resources and strategies to reduce remediation, which it plans to finalize during the Year 5 no-cost extension period. However, the State has not identified a long-term plan to better track fidelity of implementation of the revised State standards for science and social studies or to provide differentiated supports based on local context to ensure high-quality implementation.

To prepare educators to implement the Next Generation Assessments in science and social studies and PARCC assessments, the State provided the field with resources and trainings, including PARCC sample items, and solicited feedback on their quality. ODE also scaled up its support by using the dual-aligned assessment, PARCC practice test, PARCC field test, and technological readiness assessments as steps in the transition to the enhanced assessments. Nonetheless, despite multiple efforts to prepare the field for implementation, the State reported uncertainty about the field's technological readiness to implement in SY 2014-2015. As a result, ODE worked to develop policy guidance on the administration of paper-pencil tests for LEAs that will not be ready for a computer-based assessment in SY 2014-2015.

Lastly, ODE continued to implement various assessment pilots (formative, performance-based, early childhood) to use for value-added student growth measures for educators of non-tested grades and subjects. The State also continued to seek ways to collect, analyze, and disseminate information from these pilots to support LEAs statewide.

Data Systems to Support Instruction

Statewide longitudinal data systems (SLDS) and instructional improvement systems (IIS) enhance the ability of States to effectively manage, use, and analyze education data to support instruction. Race to the Top States are working to ensure that their data systems are accessible to key stakeholders and that the data support educators and decision-makers in their efforts to improve instruction and increase student achievement.

Fully implementing an SLDS

Ohio is using Race to the Top funds to enhance its existing SLDS and associated data tools. The State is expanding its Statewide Student Identifiers (SSIDs) to create a pre-kindergarten through postsecondary (P-20) longitudinal data system that is consistent with State data privacy policies and the Federal Family Educational Rights and Privacy Act regulations. Prior to Year 4, ODE reviewed its current data environment, procured contracted resources, and began developing an expanded data warehouse.¹⁹

In SY 2012-2013, Ohio's public IHEs assigned SSIDs to all K-12 students and students enrolled in State public IHEs despite initial project delays. In Year 4, the State also continued to retroactively assign students' SSIDs to IHE historical data for the previous five years. ODE reported that it aims to complete this work by January 2015.

In fall 2013, the State reported that all available early learning and higher education data had been loaded into the SLDS. However, due to student privacy laws, while ODE and the Ohio Board of Regents both provide data to the SLDS, the user restrictions of the SLDS do

not allow the agencies to access each other's data. As a result, ODE and the Board of Regents continued drafting a P-20 strategic plan for a data repository that would include additional capacity to share data with higher education data systems. Lastly, in Year 4 the State began to assign SSIDs to pre-kindergarten students attending public schools to extend data in this system. In March 2014, the State reported that the Ohio Department of Job and Family Services began issuing and storing SSIDs for children ages 0-6 years who are receiving childcare services.

Accessing and using State data

Throughout Year 4, ODE continued to support educators completing Ohio's teacher-student linkage process in which teachers verified class rosters to ensure credible student attribution. Across the State, all eligible teachers (*i.e.*, ELA and mathematics in grades 4-8) used vendor-developed software for roster verification. According to the State, this software will be available beyond the life of the grant period to support roster verification. As in Years 1 through 3 of the grant, the State conducted an external evaluation of the linkage process, which included teacher and principal survey questions regarding materials, training, and implementation of the linkage process. The State reported that the results of the study were used to update linkage policies.

¹⁹ ODE is not using any Race to the Top funds to support its Expand Data Warehouse project, which is part of Ohio's American Recovery and Reinvestment Act (ARRA) state longitudinal data system (SLDS) grant awarded in 2009.

Standards and Assessments

ODE worked with a contractor to develop value-added measures for educators based on their students' scores and released final versions of teacher-level value-added reports based on SY 2012-2013 data in November 2013. To help teachers better understand value-added reports, the State and its contractor developed a value-added Guidebook that provides information on how to access, interpret, analyze, and use teacher-level reports to improve teaching and learning. In addition, the State provided professional development sessions and regional trainings to assist educators in understanding the information provided in the teacher-level value-added reports and how they could use that information to improve instruction and improve understanding of how value-added scores are calculated.

In Year 3, the State designed and launched a web portal that includes data on school and district performance on the State report card. The portal houses all statewide data tools, streamlines access to those tools, and provides support to guide users to relevant resources. As of March 2014, the State reported that the web portal had 15,000 hits.

ODE continuously tracked progress and measured the quality of implementation for each of these projects during regular biweekly meetings with information technology (IT) project managers and contractors. In addition, IT project managers submitted project status reports and discussed implementation across projects at the State's quarterly meeting of project leads.

Using data to improve instruction

State IIS

During Year 4, the State continued to work with Massachusetts to execute a cross-State procurement to develop a State IIS. This system would allow educators to access online instructional resources, create customized curriculum tools, create and administer assessments, and analyze student data. Despite initial delays in the contract negotiation process, the State remained on track with its timeline to roll out the IIS by March 2014. In fall 2013, the State began deploying the IIS to small cohorts (approximately 10 each) of Race to the Top LEAs that signed up to use the system and completed the cohort roll-out in March 2014. The State held working sessions with each cohort of LEAs to inform them of system enhancements and provide an opportunity to share with State staff any problems with the IIS. The State's work on developing and rolling out the IIS was featured in a RSN brief released in June 2014 entitled *Implementation Planning and Management Guidebook*.²⁰

ODE relied on vendor usage reports to measure LEAs' level of engagement with the IIS. Vendor usage reports in May 2014 indicated that 278 LEAs had accessed the system and created one or more assessments and/or resources. In total, LEAs created 16,741 assessments and 678 educator resources in the system during SY 2013-2014. As of March 2014, the State reported that 32,462 educators

had logged in as users; educators created 525 resources and developed 10,920 assessments. Despite these numbers, the State was delayed in determining an external entity to vet and incorporate resources developed by Ohio LEAs into the IIS to share statewide. However, teachers can share content with other teachers in their building and districts can determine the building-level resources that can be shared LEA-wide.

The State does not require an LEA to use the State-developed IIS if it can use ODE's gap analysis tool to demonstrate that its local IIS system is aligned to State requirements. To encourage widespread participation and thus increase the value of the State system, ODE reported that LEAs not participating in the Race to the Top grant can purchase the IIS system at the same reduced price as participating LEAs.²¹ The State designed the system so that the data aggregation and analysis features of the State IIS will only be available to those LEAs that choose to purchase the State system. However, State resources will remain available to all LEAs. By fall 2013, the State reported over 80 percent of participating LEAs (90 percent of participating traditional LEAs and 50 percent of participating charter schools) signed up to use the State IIS for SY 2013-2014. In addition, the State reported that LEAs not participating in Race to the Top also expressed interest in the State IIS. While all LEAs were eligible to purchase access to the system in SY 2013-2014, ODE and its vendor prioritized integrating data for participating LEAs prior to working with non-participating LEAs. This widespread engagement is promising for the State and beneficial for LEAs, as the funding structure and extent of shared resources is based on the number of LEAs using the system.

In Year 4, the State continued to provide resources and supports to participating LEAs implementing the IIS, collect data on LEA engagement and usage of the system, and make adjustments to implementation. The State continued to monitor and collect feedback on the IIS through surveys; regular meetings with regional staff; and meetings with the IIS vendor, IT project managers, and the Massachusetts Department of Elementary and Secondary Education. In addition, the State initiated user group sessions in summer 2014 to partner LEAs fully implementing the IIS with LEAs that show low levels of usage in order to share best practices and solicit feedback on system functionality. These data collection methods and feedback loops highlighted several challenges with the IIS. For example, the results of the Year 4 Implementation Survey showed that, as of December 2013, the majority of teachers in LEAs that adopted the State IIS were not effectively using the system. In addition, feedback from regional staff indicated that many LEAs are experiencing system functionality problems. In response, ODE worked with its vendor to resolve functionality problems, worked with regional staff to increase LEA engagement, and credentialed regional specialists to

²¹ The State negotiated a five-year fixed rate cost (determined based on number of students using the system) with the vendor. The State will pay the cost during the grant period, and then the LEAs must pay for remaining years. The cost is the same cost per student across the State and is determined in December of each year based on the number of students in the LEAs that signed up to participate for that year (i.e., the more students participating, the lower the State's per-student cost).

²⁰ All Reform Support Network (RSN) publications can be found at <http://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/resources.html>.

Standards and Assessments

become trainers. The State also contracted with the IIS vendor to train Educational Service Centers, Information Technology Centers, and Educational Technology Agencies on the State IIS so that they can, in turn, train educators. By leveraging the regional support structure, the State hopes to better resolve any problems in the field and ensure that LEAs have the support they need for the IIS.

Formative instructional practices (FIP)

The State continued to support and train educators implementing FIP.²² During Years 1 through 4 of the grant, the State published 56 online learning modules and resources for FIP, developed facilitation guides for blended learning, and created an implementation handbook to support administrators. In Year 4, ODE adjusted the content of application modules based on feedback from the field. Specifically, the State reduced the number of modules on ELA and mathematics and added modules to focus on diverse learners (*e.g.*, gifted, English learners, and students with disabilities), assessment literacy, and student growth measures. The State used 13 FIP specialists to increase application module usage in districts that had low completion rates. To increase the usage of FIP resources even further, the State ramped up its communication efforts and utilized social media (*e.g.*, Twitter, Facebook, and blog posts) to share best practices among LEAs. The State also began to develop a FIP video library to provide Ohio educators and parents with examples of FIP. In addition, the State continued to conduct FIP outreach to LEAs through meetings with and presentations to organizations such as the Ohio School Improvement Institute, the Ohio Council of Teacher Educators, and the Ohio Association of Secondary School Administrators. Through these increased outreach efforts and the support of FIP specialists, the State reported that it reached approximately 40,000 educators in Year 4.

Successes and challenges

In Year 4 the State made progress in enhancing its data systems and ensuring that educators have ready access to data. The State continued to retroactively assign students' SSIDs to IHE historical data for the previous five years. ODE also continued to support educators completing Ohio's teacher-student linkage process,

Formative Instructional Practices (FIP) Video Library

In an effort to enhance FIP online learning modules, the Ohio Department of Education (ODE) contracted with an external provider to develop a FIP video library. The goal of the library is to deepen to the learning experience for Ohio educators by demonstrating through video what FIP looks like in the context of the Common Core State Standards (CCSS) and Ohio's Next Generation Standards for science and social studies. The State aims to increase FIP application usage through these videos.

developed value-added measures for educators, and provided professional development to improve educators' understanding of value-added reports. Lastly, the State continued to provide LEAs with FIP support, resources, and training.

Notably, in Year 4 the State met its goal to roll out the IIS by March 2014 to all participating LEAs that signed up for the system. Furthermore, the State reported that over 80 percent of participating LEAs signed up to use the State IIS in SY 2013-2014. The State trained regional specialists to provide LEAs with the necessary support, collected data during the initial cohort roll-out, surveyed users on their level of engagement, and made adjustments based on this data. However, surveys and feedback from regional specialists indicated that many LEAs experienced functionality problems with the current system and/or were not effectively using the IIS. It is promising that the State continues to work with its vendor and regional support structure to improve system functionality and LEA engagement. However, if these problems are not solved while the system remains free, the State risks reducing participation in the IIS, which will, in turn, raise the cost of the system in future years. Lastly, the State was challenged with including resources developed by LEAs in the IIS and reported that it did not have structures in place to move resources from the teacher to State level. Although the State reported that educators are still able to share content within their building and district, developing a process to include these resources in the IIS could help increase long-term system usage.

²² Participating LEAs in the State's Race to the Top plan have the option to implement formative instructional practices (FIP) and can select from three formative instruction adoption models based on their local context: a comprehensive approach with FIP facilitators in each building, a high-level approach with two LEA FIP facilitators that rotate among schools, or a pilot approach with early adopter schools that have FIP facilitators in the upcoming school year and gradually expand this work in the remaining schools over time.

Great Teachers and Leaders

Race to the Top States are developing comprehensive systems of educator effectiveness by supporting high-quality pathways for aspiring teachers and principals, ensuring equitable access to effective teachers and principals, improving the effectiveness of teacher and principal preparation programs, and providing effective supports to all educators. As part of these efforts, Race to the Top States are designing and implementing rigorous, transparent, and fair evaluation systems for teachers and principals; conducting annual evaluations that include timely and constructive feedback; and using evaluation information to inform professional development, compensation, promotion, retention, and tenure decisions.

Improving teacher and principal effectiveness based on performance

Educator evaluation systems

Through Ohio's Race to the Top grant, the State set out to implement rigorous, transparent, and fair teacher and principal evaluations that take into account student growth. To accomplish this, the State developed an educator evaluation system, piloted the system in the second year of the grant, and supported 23 LEAs to fully implement in Year 3. SY 2013-2014 was the first year that the majority of participating LEAs fully implemented qualifying teacher and principal evaluation systems, which include student growth on State assessments, and entered data into the electronic system that supports evaluation system implementation.²³ The State reported that all but one (429) of its participating LEAs fully implemented the Ohio Teacher Evaluation System or an aligned teacher evaluation system and reported teacher effectiveness ratings in SY 2013-2014. In addition, 423 out of 430 participating LEAs fully implemented the Ohio Principal Evaluation System or an aligned principal evaluation system and reported principal effectiveness ratings. In May 2014, ODE reported that teachers of tested grades and subjects received a single summative rating for SY 2013-2014, based on these evaluations. This rating included value-added data from SY 2012-2013 and other measures of growth, such as student learning objectives, from SY 2013-2014. ODE reported that value-added data from SY 2013-2014 would lag one year and be incorporated into teacher and principal summative ratings in SY 2014-2015.

Ohio reported the summative ratings from SY 2013-2014 in the APR. The State reported that approximately 87 percent of teachers in participating LEAs that implemented qualifying evaluation systems were rated as effective or better and only one percent were rated as "ineffective." For principal evaluations, approximately 83 percent of principals were rated as effective or better and less than one percent received an "ineffective" rating.

In addition to the legislative changes that impacted assessments, Ohio was challenged to adapt and respond to legislative changes that impacted teacher evaluations. Specifically, Ohio House Bill 487 gave LEAs the option of a one-year "safe harbor" to use value-added data to inform high-stakes decisions. According to Ohio House Bill 487, LEAs have the option not to use the value-added progress dimension grade issued for the 2014-2015 school year when making decisions regarding teacher dismissal, retention, tenure, or compensation for the 2015-2016 school year. Furthermore, in June 2014, the Ohio legislature passed Ohio House Bill 326, which provides LEAs the option to reduce the student growth component of teacher evaluations. In addition, this bill gives LEAs the option to reduce the number of times that "accomplished" and "skilled" teachers would be evaluated.²⁴ Following the passage of these bills, the State worked quickly to provide trainings for principals and superintendents as well as update information on the ODE webpage regarding the new guidelines for teacher and principal evaluation systems.

In Year 4, the State provided additional resources, training, and support on evaluation systems. ODE continued to share with evaluators resources that were developed in Years 2 and 3 of the grant period and developed new tools including the Ohio Teacher Evaluation System Resource Guide. The State also provided policy and technical support to principals via email when questions came up during the final stages of implementing teacher evaluations. In addition, the State credentialed evaluators for the State-developed evaluation system during training academies held in spring 2014. The State reported that it credentialed 8,041 evaluators for teacher evaluations through the eTPES and 2,236 evaluators for principal evaluations. ODE surveyed State-trained and credentialed evaluators at the end of each training and used survey results to improve future trainings. Lastly, the State developed and rolled out a recalibration process for the Ohio Teacher Evaluation System evaluators in May 2014, which included a three-hour training module.

ODE provided LEAs with various supports to ensure the rigor of student learning objectives. The State made guidance documents, a scoring template, and sample student learning objectives available on the ODE webpage. ODE also utilized its regional support structure and stakeholders to assist educators in determining measures of

²³ The State requires all Race to the Top participating LEAs to implement teacher and principal evaluation systems by SY 2013-2014. All other LEAs statewide must implement a principal evaluation system by SY 2013-2014 and a teacher evaluation system by SY 2014-2015, per Ohio House Bill 153 (effective June 20, 2011).

²⁴ Ohio uses a four point scale for teacher evaluations that includes, "accomplished," "skilled," "developing," and "ineffective."

Great Teachers and Leaders

student growth and analyzing resulting data. The State worked with five regional specialists to provide technical assistance on student growth measures and ongoing training on student growth measures, assessment literacy, and student learning objectives. Educational Service Centers trained districts on the student learning objectives process and created online modules on student learning objectives for use statewide; it worked with the Ohio Federation of Teachers to train State-level staff on student growth measures. Because LEAs have flexibility in setting growth measures for teachers of non-tested grades and subjects, LEAs were required to share their specific plans through the electronic system by March 31, 2014.

To mitigate concerns about the comparability of local evaluation systems with the State-developed teacher evaluation system, the State continued to use the Ohio Teacher Evaluation System Alignment Tool rubric. ODE required LEAs using locally developed evaluation systems to use this tool to demonstrate that their systems are consistent with the State requirements for evaluation systems.²⁵ The Ohio Teacher Evaluation System Alignment Tool was also used to address questions regarding the evaluation components and rubric used during teacher observations. In Year 4, the State worked to finalize a process to periodically audit LEAs that are implementing a locally developed evaluation system to ensure the data are reliable and valid.

In SY 2013-2014, the State continued to support LEAs to use the eTPES and made upgrades to improve its user-friendliness. The Race to the Top support team regularly monitored the online system and provided ODE with specific, quantitative data regarding system usage for teacher and principal evaluation systems. ODE provided a total of 413 trainings to LEAs on how to use the online system during SY 2013-2014, many of which included train-the-trainer sessions. The State also used regional staff to support implementation. Regional specialists verified that participating LEAs implemented evaluation systems and reached out to LEAs that had not entered data in the online system to address any implementation barriers. Despite providing strong supports, the State reported that many LEAs found full scale implementation of the eTPES challenging. Based on this feedback, the State made various upgrades to improve the system's user-friendliness and functionality. For instance, the State created a dashboard allowing superintendents to see district-wide data and principals to see school-wide data. The State also created a link so that users could provide feedback on the system.

In Year 4, the State continued to work with several vendors to evaluate the implementation of the State evaluation system. The State used an external evaluator to assess the Ohio Teacher Evaluation System training modules and procedures and found them to be of high quality and rigor. In addition, the State contracted with the OERC to conduct a study on the implementation and impact of the State-developed

²⁵ For the Ohio Principal Evaluation System, ODE required LEAs wishing to implement an aligned principal evaluation system to provide a signed statement of assurance from the superintendent that the system aligned to the State-developed principal evaluation model. The State closely monitors these LEAs to ensure alignment to the Ohio Principal Evaluation System model and fidelity of implementation.

evaluation systems. The study, which was based on data collected during school year 2012-2013 and published in February 2014, found that evaluators, principals, and teachers generally agreed that the new evaluation systems were appropriately grounded in standards, measured student performance in multiple ways, and sparked positive conversations between teachers and principals. However, the study identified a few areas of concern as well. The study indicated that: (1) LEAs reported a lack of training and preparation for implementing the new systems, particularly the Ohio Principal Evaluation System; (2) study participants were concerned with the fairness of student growth measures, generally did not trust their validity, and preferred multiple measures of growth be included in the 50 percent component of the evaluation; and (3) participants felt generally overwhelmed by the new initiatives and felt that the time demands for evaluations interfered with their daily work.

The State also used the results of the Year 4 Implementation Survey to gauge LEAs' preparedness to implement evaluation systems. On the survey, the overwhelming majority of LEAs reported that they provided teachers and principals opportunities to develop practices that align to the evaluation rubrics. Furthermore, the State reported that the majority of LEAs (79 percent) have partially or fully implemented professional growth plans developed by teachers and administrators. However, the results also highlighted that the majority of LEAs have not yet developed improvement plans for their evaluation systems. The State reported that it plans to work with districts to develop improvement plans and further assist them in implementing evaluation systems once all evaluation data becomes available.

To better support LEAs in their work implementing new evaluation systems, ODE participated in several RSN workgroups and convenings. Namely, ODE participated in the RSN's "Student Learning Objectives Workgroup Target Setting" convening as well as the RSN's "Improving the Accuracy and Efficacy of Evaluation Systems" convening. As in prior years, the State also continued its participation in the Quality Evaluation Rollout Workgroup, which was formed in August 2012 to support seven States, including Ohio, implementing new evaluation systems.²⁶

Performance-based compensation

In an effort to retain effective teachers, the State relied in part on alternative compensation methods. In SY 2012-2013, the State awarded four grants to develop and pilot a performance-based compensation model.²⁷ The three LEAs and one Educational Service Center planned and designed their alternative compensation systems, submitted final plans to ODE, and began piloting their systems in spring 2013. In Year 4, ODE contracted with a vendor to evaluate the field test of alternative compensation models. The State made adjustments to the model based on the implementation barriers

²⁶ All RSN publications can be found at <http://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/resources.html>.

²⁷ ODE fully awarded four grants and partially awarded one applicant with one year of funding and a chance for renewal after committee review.

Great Teachers and Leaders

highlighted in the field test (e.g., misinformation regarding alternative compensation models) and continued to seek feedback from educators in SY 2013-2014.

Resident Educator Summative Assessment

The State also used programs such as the Resident Educator, or beginning teachers program to provide teachers the appropriate support to improve educator effectiveness. In Year 4, the first cohort of LEAs completed the Resident Educator Summative Assessment, which is used to determine whether a Resident Educator receives his or her professional license. The State provided a plethora of trainings and resources to support participants in the Resident Educator program. ODE convened Resident Educators biannually to discuss the necessary level of support for the program and held regular meetings with a vendor tasked with developing and field testing the assessment to ensure deliverables were completed in a timely manner. Additionally, the State contracted with a vendor to deliver Resident Educator assessor trainings in spring 2014 to support those administering the Resident Educator Summative Assessment.

Ensuring equitable access to effective teachers and principals

In Year 4, the State continued to employ a number of programs, such as TeachOhio and the Woodrow Wilson program, and tools, such as the equitable distribution tool, to improve equitable access to effective teachers and principals.

In SY 2013-2014, ODE supported 40 Educational Service Centers implementing the TeachOhio program, which supports Ohio LEAs in identifying and addressing gaps in educators' high-quality teacher designations, credentials, and licensure requirements.²⁸ The State reached its Year 4 goal of recruiting an additional 200 teachers for the program. In total, 800 teachers participated in the TeachOhio program over the course of the grant period, exceeding the State's target of 675 participants. In addition, ODE staff overseeing the TeachOhio project continued to work with the OERC to establish and utilize evaluation criteria to determine how effectively the program identifies and addresses LEAs' specific teacher staffing needs, supports TeachOhio participants, collaborates and communicates with stakeholders, and develops long-term local or regional teacher supply plans. The OERC's TeachOhio 2013 annual evaluation reported that the program is on track to meet its goals to increase the supply of effective teachers in hard-to-staff subjects. In fall 2014, the OERC began its 2014 evaluation of the TeachOhio program, which will be used to determine the success of the program.

The State also expanded its Woodrow Wilson program, a two- to four-year teacher training and mentoring program in place at seven IHE

sites, by recruiting Fellows for a new 2014-2015 cohort.²⁹ In total, the State recruited and trained approximately 315 educators for STEM fields through the Woodrow Wilson program. In SY 2013-2014, the Ohio Board of Regents conducted site visits to the classrooms of Woodrow Wilson fellows and graduates teaching STEM courses in high-need schools. In addition, the STEM Network continued to work closely with the Woodrow Wilson fellowship programs to develop unique work plans to support each fellow and connected each programs' fellows to the STEM hubs for resources and support. For more information on the Ohio STEM Learning Network and Ohio's STEM hubs, see *Emphasis on Science, Technology, Engineering, and Mathematics*. After providing additional resources and support in Years 3 and 4, the State met its goal of training approximately 315 educators for STEM fields through the Woodrow Wilson program by the end of the grant period. The State plans to provide additional fellows to teach at high-need schools in the STEM disciplines in the future and is pursuing outside funding sources to accomplish this.

ODE also continued to implement its equitable distribution tool to track access to effective and highly effective educators across the State. The State revised the tool based on the previous year's pilot and piloted the template of the equitable distribution analysis tool for a second time in spring 2014. However, only those LEAs that were early adopters of the State evaluation system (including the 23 participating LEAs that implemented teacher evaluation systems in SY 2012-2013) had data to use the tool in SY 2013-2014. Consequently, the State did not have educator effectiveness ratings available in time to publicly report and incorporate educator effectiveness data into the Educator Equity Longitudinal report and webpage, nor was it able to review local equity plans to determine effective educator distribution strategies. Due in part to the limited feedback received on this tool, as of August 2014, the State had not yet strategized how it would use this tool to inform equitable access to effective teachers in the future.

Through Ohio's Race to the Top grant, the State also planned to improve teaching and learning conditions in high-minority and high-poverty schools. To document and analyze teaching and learning conditions, Ohio used the Teaching and Learning Conditions survey, which is a part of the Teaching, Empowering, Leading, and Learning Ohio initiative. ODE invited all LEAs statewide, including those not participating in Race to the Top, to participate in Year 4 of the initiative and to respond to the Teaching and Learning Conditions survey. To increase survey participation, the State focused recruitment efforts in large, urban districts. Approximately 3,690 schools and 134,000 licensed educators responded to the SY 2013-2014 survey, which was released in March 2014. The State, alongside an external vendor, provided resources to help educators at these schools to analyze the report data and identify follow-up professional development opportunities.

²⁸ The State offered TeachOhio grant awards directly to 15 Educational Service Centers, which, in turn, coordinated their programs with 25 additional centers.

²⁹ The Woodrow Wilson Science, Technology, Engineering, and Mathematics (STEM) Fellowship Program consists of 15 months of coursework at a participating institution of higher education (IHE) followed by one to three years of mentoring in the classroom.

Great Teachers and Leaders

In addition, the State continued to provide LEAs with resources for teacher recruitment and retention. The State worked with the Ohio Association of School Personnel Administrators (OASPA) to hold METWorks trainings on strategies to recruit and retain educators. In addition, OASPA provided trainings on the Teacher Exit Survey tool, which is a resource that enables LEAs to gather attrition and retention information. The State posted these trainings and additional resources on ODE webpages to identify strategies to recruit and hire teachers and administrators and reported receiving positive feedback from the field and external vendors. Nonetheless, the State reported continued low LEA engagement with METWorks trainings and the Teacher Exit Survey tool in Year 4.

Improving the effectiveness of teacher and principal preparation programs

In Ohio's Race to the Top application, the State proposed strategies to hold teacher and principal preparation programs accountable for graduate success. To do so, in SY 2012-2013, the Ohio Board of Regents revised its Educator Preparation Program Performance Report (*i.e.*, report card) to include updated educator preparation quality metrics that track graduates and evaluate the success of a given educator preparation program. The revised report cards include value-added growth metrics, teacher performance assessments, employer surveys, the number of partnerships with high-need schools, and data on the performance of program graduates on licensure exams.³⁰ Although State legislation only requires public IHEs to report these metrics for each program, all private IHEs in the State agreed to report them as well. The Ohio Board of Regents used these metrics to inform program review, approval, accountability, and performance-based funding. However, in SY 2013-2014, the State had only a limited number of teacher and principal effectiveness ratings to use for these metrics as teacher and principal effectiveness ratings were not available until fall 2014.

In Year 4, the State continued to update report cards and publish them on the State's website. In addition, the Ohio Board of Regents worked with programs to help them understand and better utilize data from the preparation program reports. Specifically, it sent out biannual surveys to student teaching interns to gather their perceptions on preparation programs and distributed a similar survey instrument to Ohio Resident Educators. In addition, the Ohio Board of Regents shared the survey data with preparation programs statewide, which, in turn, used these data to continuously improve preparation of candidates. The State reported that it is considering ways to revise how data are presented to make the reports more digestible to the public.

In SY 2013-2014, the Ohio Board of Regents incorporated new preparation quality metrics into the educator preparation program

standards and approval process to align with the Educator Preparation Program Performance Report. The Board of Regents also continued to randomly audit institutions to ensure they fully implemented the rigorous new standards. In June 2014, the State published its annual report card, which identified the preparation programs that have aligned to the new standards; it also published the Ohio Board of Regents's Annual Condition of Education Report. ODE worked with programs that struggled to meet the performance metrics and provided them feedback on areas for improvement.

The State approved a performance-based funding protocol to hold educator preparation programs accountable for graduate success based on teacher and principal effectiveness ratings. The performance-based funding model was completed in July 2013. The State's final performance-based funding model requires that incentive funding be based on multiple metrics, including some that are determined using a five-year rolling average. Given the delay in finalizing the funding model and the decision by the State to use multiple years of effectiveness data for certain metrics to inform funding decisions, the State requested to adjust its approach to performance-based funding. As a result, the State provided annual performance-based funding starting in SY 2013-2014, based on only those metrics for which performance data are available and multi-year trend data are not required.³¹ In June 2014, the State distributed performance-based funding to nine educator preparation programs, which includes 18 percent of the State's 51 educator preparation programs, based on the performance metrics.

Providing effective support to teachers and principals

Throughout Year 4, Ohio provided numerous supports to teachers and principals. The State used regional coordinators and specialists to provide in-person technical assistance to participating LEAs on the development of their professional development plans.³² With the support of regional staff, each LEA amended and received ODE approval for their SY 2013-2014 professional development plans. The State also continued to assist LEAs in using a reporting tool to document implementation data from their professional development activities for Year 4. State specialists analyzed the data from this tool and used an internal rubric to identify issues, triage support, and leverage best practices from other regions and LEAs.

Ohio continued to provide mentoring and training opportunities for teachers, principals, and central office leaders. As part of its four-year Resident Educator program, the State implemented required training for the mentors of beginning educators (see "Educator evaluation

³⁰ While individual educators and school buildings will have access to specific individuals' value-added growth scores, legislation prohibits the State (including ODE and the Ohio Board of Regents) from accessing these data. Thus, the value-added growth metrics included in the program report cards will reflect an aggregated score across all educators completing a given preparation program.

³¹ Described in a September 24, 2013, amendment letter, the State had to submit to the Department by March 1, 2014, evidence of implementation of this revised approach to implementing the performance-based funding protocol for educator preparation programs. This letter is available at <http://www2.ed.gov/programs/racetothetop/amendments/ohio-12.pdf>.

³² ODE required all participating LEAs to develop and submit for State approval a professional development plan that documented and aligned professional development opportunities for all LEA education reform efforts.

Great Teachers and Leaders

systems” for additional information). The State also continued to provide professional development for Advanced Placement (AP) teachers through AP summer workshops and supported participating LEAs with high concentrations of underrepresented students to develop an additional 24 AP courses for the 2013-2014 school year. Lastly, ODE encouraged peer-to-peer support via its Peer Assistance and Review (PAR) initiative and supported nine LEAs in piloting a PAR model to support implementation in SY 2013-2014. ODE continued to track the progress of LEA-developed PAR work plans to ensure that implementation remained on track in Year 4. Several PAR districts presented this work at the statewide Race to the Top conference in October 2013 to share best practices and encourage widespread use of the model.

ODE supported Educational Service Centers and LEAs to implement beginning principal support programs through six competitive grants: five grants for LEAs implementing local principal support programs and one for a large consortium to develop a State model for supporting beginning principals. In Year 4, the State hosted a conference for the six grantees and provided several training sessions to share best practices for beginning principal support program models and discuss plans to replicate this model statewide.³³ The State also continued to expand the Buckeye Association of School Administrators leadership training program for central office leaders and enrolled its third cohort in September 2013. ODE held a two-day institute of the Ohio Instructional Leadership Academy, which focused on improving instructional leadership and was attended by 155 principals and teachers statewide.

Lastly, Ohio continued to work with a vendor to support the Ohio Appalachian Collaborative, an initiative targeting 21 rural LEAs. In SY 2013-2014, the Ohio Appalachian Collaborative continued to hold numerous trainings on topics including FIP, value-added measures, and assessment literacy; it provided access to online human capital professional development modules through the Ohio Appalachian Collaborative portal. The State continued to collect and analyze data from a pilot study of participation in the collaborative to assess if the intervention results in improved student value-added scores.

Successes and challenges

The State remained on track with its timelines related to the teacher and principal evaluation systems and participating LEAs fully implemented qualifying teacher and principal evaluation systems in SY 2013-2014. The State continued to provide resources, training, and support on evaluation systems and the electronic system and used regional specialists to provide technical assistance on student growth measures, assessment literacy, and student learning objectives. In addition, the State quickly adapted to revised legislative requirements and amended its guidance for LEAs as a result. It is promising that the State tracks LEA implementation through the eTPES and collects data to assess the quality of implementation through various methods

³³ LEAs can opt to implement this model, but will not be required to implement by the State.

Aspiring Principals Academy

Akron Public Schools convened an advisory team consisting of high-performing principals, central office administrators and an Aspiring Principals Academy (APA) facilitator to assist in developing, implementing, and evaluating the APA. This program began in 2011 and set out to select up to 20 emerging principals or assistant principals that currently hold a principal's license or will obtain one by June of the cohort year. Upon completion of the Academy, the advisory team chooses five of the top-rated participants for a year-long internship in a low-income, but academically high-performing, school. Since 2011, the APA has trained four cohorts of 62 aspiring principals. Of these 62 participants, Akron reported that 48 (77 percent) continue to serve in school leadership roles. Namely, 9 former participants continue to serve as principals and the remaining 39 serve as assistant principals, deans of students, Instructional and Technology Specialists, consulting teachers for the Peer Assistance Review (PAR), and APA interns.

including the Year 4 Implementation Survey and evaluator training surveys. However, it is unclear how the State is ensuring that LEAs are implementing with fidelity and supporting LEAs to develop improvement plans for their evaluation systems.

The State also continued to provide support for a number of other *Great Teachers and Leaders* initiatives. In Year 4, ODE continued to use regional staff to provide in-person technical assistance for LEAs on the development of their professional development plans and ensure that these plans aligned to their approved plan. The State also provided ongoing support for State educators at all levels by implementing the teacher Resident Educator program, beginning principal mentorship programs, and the central office leadership program. The TeachOhio program met its Year 4 goal of recruiting an additional 200 teachers for the program, and the Woodrow Wilson Fellowship Program continued to provide resources for participants in preparation programs and in the field. The State supported PAR and performance-based compensation system grantees and plans to collect the resulting models to share as lessons learned statewide. However, more time is needed to determine if the State can share results from these pilots that can be adapted in various contexts statewide.

The State had mixed success with other support initiatives. ODE expanded participation for the TELL Ohio survey in the prior school year and saw improved results but had low LEA engagement with the METWorks resources and Teacher Exit Survey. Given low LEA engagement and use of these resources and surveys, the extent to which the State has made progress toward its goal of supporting LEAs to use effective recruitment and retention strategies and tools is unclear. The State's development and implementation of the equitable distribution tool has also proved challenging. Although the State created and launched the equitable distribution tool by fall 2012, its benchmarks for using the tool and reporting on educator effectiveness data were not aligned to the evaluation system

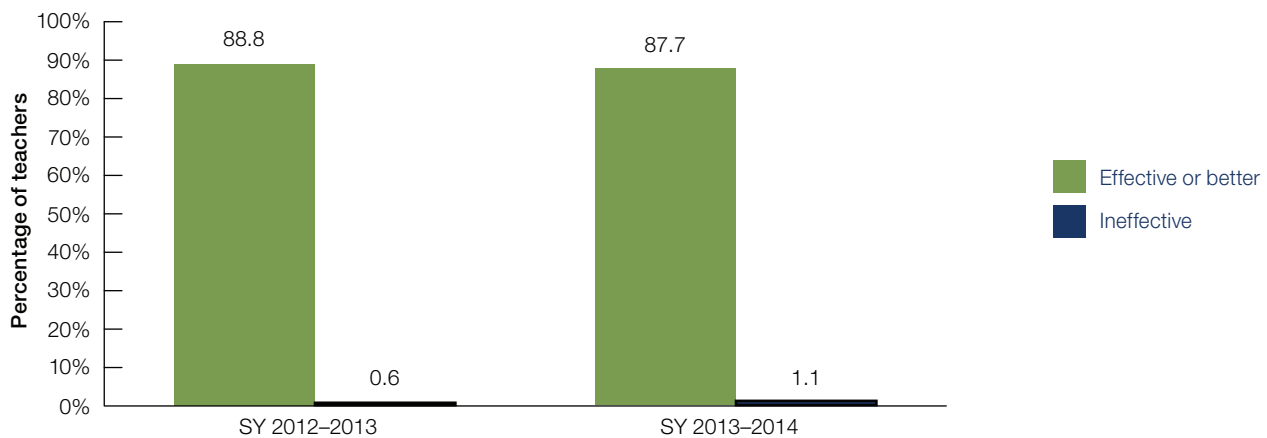
Great Teachers and Leaders

implementation timeline. Therefore, most LEAs were not able to use the tool during the grant period. Furthermore, it is unclear how the State is training LEAs and/or communicating expectations regarding this tool. In addition, it is unclear how the State will use this tool or the resulting data to better assist LEAs in informing equitable access to effective educators.

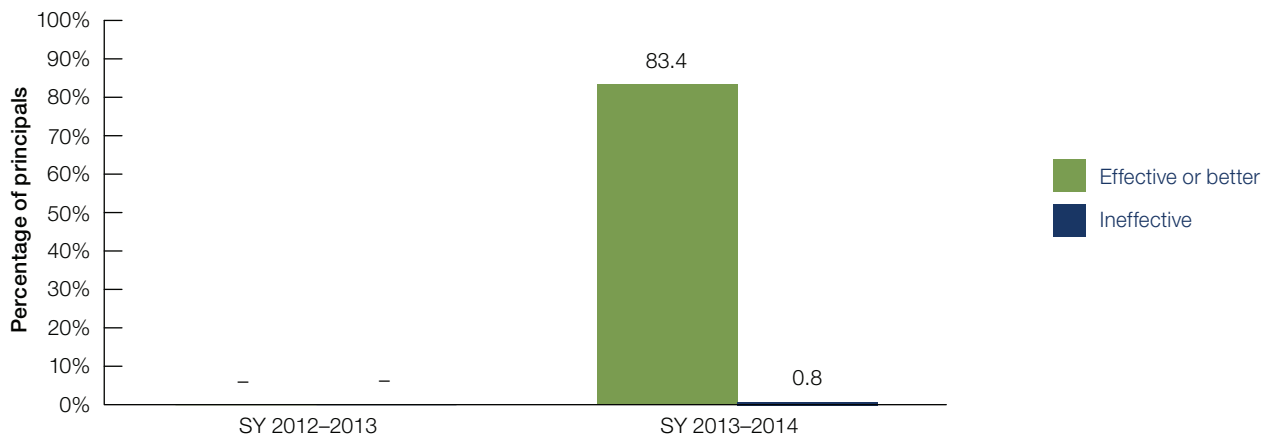
The Ohio Board of Regents remained on track with its projects related to preparation program metrics and report cards. The State continued to update the Educator Preparation Program Performance Reports

and publish them on ODE's website. In addition, the State distributed performance-based funding to nine educator preparation programs in June 2014. The Board of Regents tracked all preparation programs to ensure that they are implementing rigorous new performance metrics and supporting IHEs that need improvement. Given the State's statutory requirement that the Board of Regents publish these reports annually beyond the Race to the Top grant period, preparation programs will have the opportunity to utilize data collected for the reports, including teacher and principal effectiveness data, to improve implementation beyond the grant period.

Percentage of teachers in participating LEAs with qualifying evaluation systems who were evaluated as effective or better or ineffective in the prior academic year



Percentage of principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better or ineffective in the prior academic year



For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

Turning Around the Lowest-Achieving Schools

Race to the Top States are supporting LEAs' implementation of far-reaching reforms to turn around lowest-achieving schools by implementing one of four school intervention models.

Aligning school reform initiatives

Support for persistently lowest-achieving (PLA) schools

In Year 4 Ohio continued to support and monitor 70 PLA schools across two cohorts that received federal School Improvement Grant (SIG) funding and implemented a turnaround model in SY 2013-2014. The State also supported Priority schools not funded by SIG (previously called Early Warning schools) that implemented a turnaround model in SY 2013-2014.³⁴ To improve the quality of these supports and identify any gaps in the support structure for PLA schools, ODE conducted a needs assessment in SY 2013-2014. The State worked with transformation specialists assigned to each PLA school to provide technical assistance tailored to the needs of each school as identified in the needs assessment.

As in Years 1 through 3 of the grant, transformation specialists continued to visit each SIG-funded PLA school at least three times per month to provide support and track progress. To inform their practice moving forward, the specialists participated in weekly calls and monthly in-person meetings to calibrate and refine the support and monitoring process they used with the PLA schools. In Year 4, the State further expanded technical assistance to include district or regional meetings that included transformation specialists, State support team members, and district leaders to align work regarding school improvement.

In SYs 2012-2013 and 2013-2014 ODE continued to collect fiscal and programmatic monitoring evidence from PLA schools. These monitoring data indicated that schools needed additional support to more efficiently draw down funds as well as improve shared governance and data-driven decision-making. As a result, in July 2014 the State created a revised model for technical assistance that included four support categories: the instructional model, statewide monitoring and the Ohio Improvement Process model, the strategies-implementation model, and fiscal management and monitoring. The State reported that transformation specialists worked with PLA schools to decide which model was the most appropriate based on student achievement data, monitoring data, and feedback from PLA schools

on the existing support model. The State also continued to provide targeted STEM supports to 11 selected PLA schools (see *Emphasis on Science, Technology, Engineering, and Mathematics*).

In Year 4, ODE provided follow-up supports to principals and assistant principals who completed the School Turnaround Leader Program begun in Year 3, a training program focused on developing leadership skills for principals in the State's lowest-achieving schools. Transformation specialists used monitoring data to develop status reports and a plan of action to improve the quality of implementation for coaching models at each of the State's lowest-achieving schools that had a principal participating in the School Turnaround Leader Program. In addition, specialists provided one-on-one support for all Priority schools in leadership development. The State continued to evaluate the effectiveness of these supports. In February 2014, the Office of Improvement and Innovation deployed a survey to all Priority school principals and assistant principals to assess the value of leadership coaching and other services provided through the School Turnaround Leader Program. Furthermore, in July 2014, specialists conducted a year-end self-analysis of the services provided to support leadership development in Priority schools. The findings from both the survey and self-assessment included: (1) principals value one-on-one coaching as compared to professional development in a group setting, and (2) the frequency of specialists' visits to schools impact the fidelity of implementation. Specialists used this information to adjust the technical assistance they provide to schools.

In September 2014, the State transitioned from the Indistar online monitoring tool to a self-designed monitoring tool for PLA schools because the Indistar tool was determined to be too cumbersome for LEAs. While the State reported that Indistar increased access to implementation data, ODE found that some of the indicators in this tool were duplicative of those in the Ohio Improvement Process, which made the process overly burdensome for PLA schools. To make the process of reporting data more seamless for PLA schools, the State deployed a self-designed monitoring tool in September 2014. ODE reported that it received positive anecdotal feedback on the new monitoring tool.

ODE continued to collect and evaluate data on the support provided to PLA schools and develop plans for sustaining efforts beyond the Race to the Top grant period. In SY 2013-2014, the State reported that in Cohort 1, 51.3 percent of students increased reading achievement over a two-year period. In addition, 64 percent of students increased math achievement over a two-year period. In Cohort 2, the State reported that 72.7 percent of students increased math achievement over a one-year period. In addition, the State Diagnostic Team conducted follow-up visits with Cohort 1 Priority schools to monitor progress in the six critical areas of the School

³⁴ On September 23, 2011, the Department offered each interested State educational agency the opportunity to request flexibility ("ESEA flexibility") on behalf of itself, its LEAs, and its schools, regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB), in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. For more information on ESEA flexibility, see www.ed.gov/eSEA/flexibility. To align with Ohio's ESEA flexibility request, originally approved through SY 2012-2013 in May 2012, and subsequently extended through SY 2014-2015, Ohio's Early Warning schools were re-classified as Priority, Focus, or Low Performing schools for SYs 2012-2013, 2013-2014, and 2014-2015. Regardless of the new categorization, the State continued to provide technical assistance and support to the 30 Early Warning schools originally identified in the Race to the Top grant.

Turning Around the Lowest-Achieving Schools

Improvement Diagnostic Review for all Cohort 1 Priority schools.³⁵ In SY 2013-2014, the State continued to use a database that includes data from diagnostic reviews as a baseline measure to track progress of Priority schools. The State reported that PLA school performance improved according to indicators of effective practice in each of the six critical areas. ODE noted that it will also conduct an external evaluation to assess non-academic gains and other indicators of success in PLA schools. The State is looking at data from schools that showed improvement in student achievement to sustain the most successful aspects of the Race to the Top efforts for its lowest-achieving schools. The State also worked with local Educational Service Centers to build capacity and collect the resources needed to continue supporting the State's lowest-achieving schools beyond the Race to the Top grant period. To strategize ways in which to plan for sustainability, ODE participated in the RSN's "SIG Directors Meeting: Sustainability of Effective Practice through Performance Management Session" in July 2014.³⁶

Successes and challenges

The State has made notable progress in its efforts to support PLA schools. In Year 4, the State continued to use transformation specialists to support and monitor 70 PLA schools to implement an intervention model based on each building's needs. The State showed promising preliminary student proficiency gains in reading and mathematics in both Cohorts 1 and 2. The State also continued to collect and analyze data on the supports provided to its lowest-achieving schools and make adjustments accordingly. The changes made to the technical assistance delivery model and the online monitoring tool for PLA schools, in particular, underscore the State's commitment to continuously improving the supports for PLA schools and providing differentiated technical assistance based on each building's needs.

Emphasis on Science, Technology, Engineering, and Mathematics (STEM)

Race to the Top States are committed to providing a high-quality plan with a rigorous course of study in STEM. In doing so, each State must cooperate with STEM-capable community partners in order to prepare and assist teachers in integrating STEM content across grades and disciplines, in promoting effective and relevant instruction, and in offering applied learning opportunities for students. A focus on STEM furthers the goal of preparing more students for an advanced study in sciences, technology, engineering, and mathematics, including among underrepresented groups such as female students.

State's STEM initiatives

Through its Race to the Top grant, ODE planned to provide teachers in Ohio's lowest-achieving schools with STEM supports and to increase student proficiency in the STEM disciplines through innovative models. In Year 4, the Ohio Network for Education Transformation (ONET) continued to work with the STEM Network to provide technical assistance, support, and monitoring for LEAs that were awarded innovative grants and 11 PLA schools with STEM grants. The State held regular meetings with the Executive Director of ONET and Project Director of the STEM Network to receive updates and discuss barriers to implementation.

In Year 4, the State worked with the 11 PLA schools to refine STEM supports and ensure that the supports provided are based on local

needs. Transformation specialists continued to support PLA STEM schools on a monthly basis with onsite coaching, training, and access to online resources. ONET specialists also collected monitoring data through meetings with the STEM lead in the school/LEA and classroom observations. In an effort to ensure that these sites could continue to access STEM supports after the Race to the Top grant ends, the State intentionally connected these PLAs with the STEM Network's STEM regional hubs and regional training center sites.³⁷

The State further expanded its STEM work by offering mini-grants to two emerging STEM schools for technical assistance and targeted STEM-related professional development. These schools were selected due to their interest in earning STEM designation in particular PLA schools and/or schools that were previously STEM designated but have since experienced significant staff turnover. In April 2014, the Ohio STEM Committee fully approved six schools for STEM school designation and conditionally approved two others provided that they receive support from the STEM Network. To support their STEM school design and staff development, these schools received targeted

³⁵ The six critical areas for School Improvement Diagnostic Reviews include: (1) alignment with standards, (2) instructional practices, (3) environment/climate, (4) system of leadership, (5) professional development, and (6) data-driven decisions.

³⁶ All RSN publications can be found at <http://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/resources.html>.

³⁷ The State's STEM training center sites are partnerships between STEM schools, an IHE, and other business partners.

Emphasis on Science, Technology, Engineering, and Mathematics (STEM)

STEM supports, curriculum design supports, and professional development via the STEM Network training center sites. Both mini-grant awardee schools were subsequently approved for STEM designation by the Ohio STEM Committee in April 2014.

The State and the STEM Network took steps to evaluate and continuously improve the quality of STEM PLA supports. In SY 2013-2014, the STEM Network conducted an impact analysis of the STEM Network's STEM PLA schools compared to non-STEM PLA schools. The findings showed that the STEM Network's STEM PLA schools outperformed non-STEM PLA schools on all Ohio Graduation Tests, most Ohio Achievement Assessments, and most 2013 Local Report Card indicators. The State reported that it is using these findings to assess the quality of STEM innovation grants and share lessons learned.

The State also continued to support 65 innovative model grantees, including seven STEM innovation models, to implement selected models at 113 individual school sites.³⁸ ODE worked with ONET innovation specialists to assist in the planning of these grants, connect STEM innovation models to other STEM schools, and guided educator training and development in project-based and inquiry-based learning. The ONET team also assisted ODE by conducting monthly site visits to innovation sites, collecting evidence of implementation, and developing monitoring reports for all schools with an innovative grant. ODE used the ONET Innovation Scoring Rubric to determine each school's implementation progress and reported that, as of July 2014, 78 percent of innovation grant sites achieved a rating of "accomplished" or "exemplary" for data collection and analysis. The State reported that it compares each innovation grant's rating on the rubric to the student outcomes at that site to identify the relationship between innovation grant progress and student growth. The State also met with schools that were frequently rated as "developing" to identify barriers to implementation and partner them with other innovation model grantees to share best practices and leverage local capacity. Ohio's work to incentivize innovative school redesign models through six different types of innovation grants was featured in a post on the Department's *PROGRESS* blog.³⁹

In Year 4, ONET contracted with the OERC to collect data to assess the impact of innovation grants on teaching and learning. The findings of the OERC's impact analysis indicated that schools with STEM innovative grants made significant gains in science related assessments compared to schools without innovative grants when comparing the fifth grade cohort scores in 2010 to eighth grade in 2013. STEM schools also had higher increases in the percentage of students scoring proficient or higher on the Ohio Graduation Test in mathematics, when compared to schools without STEM grants. Finally, schools implementing the Advancement Via Individual Determination (AVID) innovation model showed greater positive change than non-

AVID schools in the percentage of students scoring proficient or better on statewide reading assessments on 10 out of 14 measures. The State reported that it is using these positive findings to share best practices for innovative programs.

The STEM Network funded five regional STEM training center sites to support educators in implementing effective STEM strategies for the 2013-2014 school year. STEM training centers hosted regional trainings; shared best practices with other schools in their region; and collaborated with the business community, IHEs, and LEAs to advance STEM education. Regional training center sites also served as geographic Innovation Zones with resources in content areas beyond STEM. In addition, the State and the STEM Network continued to use three training sites to serve as models for how to merge the practices of the STEM and Early College High School innovative models.

In addition, ODE continued to support the STEM Equity Pipeline project, which provides training at innovation sites to help teachers, counselors, and other school-level staff encourage students, particularly those underrepresented in STEM careers, to consider careers in STEM fields. In Year 4, the State reported that the STEM Pipeline Equity Project was expanded to increase equity in middle school STEM pathways. The STEM Network also trained a second cohort of leaders for the STEM Leaders Academy; a program that further trains principals, particularly those in PLA schools, on STEM leadership and instructional strategies. Thirty-two Cohort 2 participants began the program in summer 2014, attending two, two-day training sessions on competencies for leaders of STEM schools. In addition, the State conducted follow-up professional development sessions throughout SY 2013-2014 with the 21 Cohort 1 participants who completed the STEM Leaders Academy in summer 2013. The State also continued to work closely with the STEM Network and the Woodrow Wilson programs at the University of Akron, the Ohio State University, and the University of Cincinnati to connect them to the STEM hubs and training center sites for resources and support. For more information on the Woodrow Wilson Foundation STEM Teacher Fellowship Program, see *Great Teachers and Leaders*.

Successes and challenges

In Year 4, the State continued to implement its STEM initiatives with fidelity. The State provided support to 11 STEM PLA schools and worked with ONET specialists to monitor these PLA schools and ensure high-quality grant implementation. Data collected by the State showed that STEM PLA schools had positive student achievement results. For instance, the impact analysis showed an increase in student achievement in STEM PLA schools compared to non-STEM PLA schools.

ONET specialists also provided support to entities implementing innovative grants through site visits, trainings, and monitoring reports. The State began to see the results of this work in the impact analysis on innovative programs, which demonstrated that STEM

³⁸ ODE identified six innovative grant models: Advancement Via Individual Determination, Asia Society-International Studies Schools Network, Early College High School, New Tech, STEM, and other approved initiatives.

³⁹ This resource can be accessed at <https://www.ed.gov/edblogs/progress/2014/02/ohios-new-school-models-spur-innovation/>.

Emphasis on Science, Technology, Engineering, and Mathematics (STEM)

programming has had a positive impact on students' science and mathematics assessment results. The positive results shown thus far are encouraging and demonstrate the State's commitment to continuously improving and advancing STEM education.

In addition, ODE, the STEM Network, and ONET provided ongoing support statewide through STEM hubs, training center sites, and Innovation Zones. Further, the State expanded its STEM

Equity Pipeline project and STEM Leaders Academy, and continued to provide STEM-specific supports to Woodrow Wilson fellows. The State has demonstrated a commitment to advancing STEM education and maintaining the gains made under the STEM initiatives supported by Race to the Top. It is promising that the State has identified funding for the STEM Network beyond the grant period and continues to seek ways to support and continuously improve this work in the future.

Looking Ahead

Most Race to the Top States developed plans to continue their comprehensive reform efforts for an additional year (through the no-cost extension) and are developing plans to sustain many of their projects beyond the grant period.

During the Year 5 no-cost extension period, Ohio intends to continue to assess and revise its structures to ensure quality implementation of all of its projects. ODE will continue to support 289 Race to the Top participating LEAs that developed Year 5 plans. The State will provide personalized support, through both SEA and regional staff, for these 289 participating LEAs through June 30, 2015. ODE will rely on its regional structure and staff to disseminate updated information, clarify content, and answer questions from the field, which will be crucial to mitigate the impact of the staff transitions that the State experienced in Year 4. However, without additional funds for regional support beyond Year 5, ODE may need to identify ways in which to redefine some positions and ways in which its work streams can incorporate practices developed during the grant period.

The State also intends to provide additional curriculum resources on its website and evaluate the quality of existing curriculum resources to prepare educators to implement the Next Generation Assessments in science and social studies and PARCC assessments in SY 2014-2015. In addition, ODE plans to train additional educators on performance-based assessments and formative assessments as well as include resources for these assessments in the model curriculum and IIS to make them more accessible for educators. The State will continue to use FIP specialists to provide technical assistance to support formative assessment implementation and increase usage of FIP application modules. Lastly, the State plans to support statewide implementation of the Early Childhood Comprehensive Assessment System, including the Kindergarten Readiness Assessment, evaluate assessment data, and make adjustments to implementation.

Also during the no-cost extension period, the State expects to provide system upgrades to the IIS to improve its functionality and support schools to develop additional assessment items and educational resources for the system. ODE plans to develop a process to move vetted educational resources to the IIS to make them more accessible for educators.

The State plans to also support all participating LEAs to fully implement the State-developed evaluation system or aligned systems. ODE intends to continue to collect feedback from users of the eTPES and make ongoing revisions to the system during statewide deployment. The State plans to continue supporting specialists to provide LEAs with technical assistance on student growth measures, student learning objectives, assessment literacy, and the electronic system. The Year 5 no-cost extension period will provide crucial time to assess the current support for implementing evaluation systems and develop sustainability plans moving forward.

In addition, ODE intends to continue to work with its transformation specialists in Year 5 to support all PLA schools in diagnosing school needs, implementing turnaround initiatives, and reporting implementation data. Furthermore, the State expects to work with innovation specialists to support and monitor progress of innovation grantees, and to collect lessons learned from each model to share statewide. Lastly, the State will continue to work with the STEM Network to provide technical assistance on implementation of STEM initiatives and offer professional development for STEM educators and administrators.

Budget

For the State's expenditures through June 30, 2014, please see the APR Data Display at <http://www.rtt-apr.us>.

For State budget information, see <http://www2.ed.gov/programs/racetothetop/state-scope-of-work/index.html>.

For the State's fiscal accountability and oversight report, see <http://www2.ed.gov/programs/racetothetop/performance-fiscal-accountability.html>.

Glossary

Alternative routes to certification: Pathways to certification that are authorized under the State's laws or regulations that allow the establishment and operation of teacher and administrator preparation programs in the State, and that have the following characteristics (in addition to standard features such as demonstration of subject-matter mastery, and high-quality instruction in pedagogy and in addressing the needs of all students in the classroom including English learners and students with disabilities): (1) can be provided by various types of qualified providers, including both institutions of higher education (IHEs) and other providers operating independently IHEs; (2) are selective in accepting candidates; (3) provide supervised, school-based experiences and ongoing support such as effective mentoring and coaching; (4) significantly limit the amount of coursework required or have options to test out of courses; and (5) upon completion, award the same level of certification that traditional preparation programs award upon completion.

Amendment requests: In the event that adjustments are needed to a State's approved Race to the Top plan, the grantee must submit an amendment request to the Department for consideration. Such requests may be prompted by an updated assessment of needs in that area, revised cost estimates, lessons learned from prior implementation efforts, or other circumstances. Grantees may propose revisions to goals, activities, timelines, budget, or annual targets, provided that the following conditions are met: the revisions do not result in the grantee's failure to comply with the terms and conditions of this award and the program's statutory and regulatory provisions; the revisions do not change the overall scope and objectives of the approved proposal; and the Department and the grantee mutually agree in writing to the revisions. The Department has sole discretion to determine whether to approve the revisions or modifications. If approved by the Department, a letter with a description of the amendment and any relevant conditions will be sent notifying the grantee of approval. (For additional information, please see <http://www2.ed.gov/programs/racetothetop/amendments/index.html>.)

America COMPETES Act elements: The twelve indicators specified in section 6401(e)(2)(D) of the America COMPETES Act are: (1) a unique statewide student identifier that does not permit a student to be individually identified by users of the system; (2) student-level enrollment, demographic, and program participation information; (3) student-level information about the

points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs; (4) the capacity to communicate with higher education data systems; (5) a State data audit system assessing data quality, validity, and reliability; (6) yearly test records of individual students with respect to assessments under section 1111(b) of the Elementary and Secondary Education Act (ESEA) (20 U.S.C. 6311(b)); (7) information on students not tested by grade and subject; (8) a teacher identifier system with the ability to match teachers to students; (9) student-level transcript information, including information on courses completed and grades earned; (10) student-level college-readiness test scores; (11) information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework; and (12) other information determined necessary to address alignment and adequate preparation for success in postsecondary education.

American Recovery and Reinvestment Act of 2009 (ARRA): On February 17, 2009, President Obama signed into law the ARRA, historic legislation designed to stimulate the economy, support job creation, and invest in critical sectors, including education. The Department of Education received a \$97.4 billion appropriation.

Annual Performance Report (APR): Report submitted by each grantee with outcomes to date, performance against the measures established in its application, and other relevant data. The Department uses data included in the APRs to provide Congress and the public with detailed information regarding each State's progress on meeting the goals outlined in its application. The annual State APRs are found at www.rtt-apr.us.

College- and career-ready standards: State-developed standards that build toward college and career readiness by the time students graduate from high school.

Common Core State Standards (CCSS): Kindergarten through twelfth grade (K-12) English language arts and mathematics standards developed in collaboration with a variety of stakeholders including governors, chief State school officers, content experts, teachers, school administrators, and parents. (For additional information, please see <http://www.corestandards.org/>).

Glossary

The **education reform areas** for Race to the Top: (1) Standards and Assessments: Adopting rigorous college- and career-ready standards and assessments that prepare students for success in college and career; (2) Data Systems to Support Instruction: Building data systems that measure student success and support educators and decision-makers in their efforts to improve instruction and increase student achievement; (3) Great Teachers and Great Leaders: Recruiting, developing, retaining, and rewarding effective teachers and principals; and (4) Turning Around the Lowest-Achieving Schools: Supporting local educational agencies' (LEAs') implementation of far-reaching reforms to turn around lowest-achieving schools by implementing school intervention models.

Effective teacher: A teacher whose students achieve acceptable rates (*e.g.*, at least one grade level in an academic year) of student growth (as defined in the Race to the Top requirements). States, LEAs, or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined in the Race to the Top requirements). Supplemental measures may include, for example, multiple observation-based assessments of teacher performance.

High-minority school: A school designation defined by the State in a manner consistent with its Teacher Equity Plan. The State should provide, in its Race to the Top application, the definition used.

High-poverty school: Consistent with section 1111(h)(1)(C)(viii) of the ESEA, a school in the highest quartile of schools in the State with respect to poverty level, using a measure of poverty determined by the State.

Highly effective teacher: A teacher whose students achieve high rates (*e.g.*, one and one-half grade levels in an academic year) of student growth (as defined in the Race to the Top requirements). States, LEAs, or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined in the Race to the Top requirements). Supplemental measures may include, for example, multiple observation-based assessments of teacher performance or evidence of leadership roles (which may include mentoring or leading professional learning communities) that increase the effectiveness of other teachers in the school or LEA.

Instructional improvement systems (IIS): Technology-based tools and other strategies that provide teachers, principals, and administrators with meaningful support and actionable data to systemically manage continuous instructional improvement, including such activities as instructional planning; gathering information (*e.g.*, through formative assessments (as defined in the Race to the Top requirements), interim assessments (as defined in the Race to the Top requirements), summative assessments, and looking at student work and other student data); analyzing information with the support of rapid-time (as defined in the Race to the Top requirements)

reporting; using this information to inform decisions on appropriate next instructional steps; and evaluating the effectiveness of the actions taken. Such systems promote collaborative problem-solving and action planning; they may also integrate instructional data with student-level data such as attendance, discipline, grades, credit accumulation, and student survey results to provide early warning indicators of a student's risk of educational failure.

Invitational priorities: Areas of focus that the Department invited States to address in their Race to the Top applications. Applicants did not earn extra points for addressing these focus areas, but many grantees chose to create and fund activities to advance reforms in these areas.

Involved LEAs: LEAs that choose to work with the State to implement those specific portions of the State's plan that necessitate full or nearly-full statewide implementation, such as transitioning to a common set of K-12 standards (as defined in the Race to the Top requirements). Involved LEAs do not receive a share of the 50 percent of a State's grant award that it must subgrant to LEAs in accordance with section 14006(c) of the ARRA, but States may provide other funding to involved LEAs under the State's Race to the Top grant in a manner that is consistent with the State's application.

No-Cost Extension (Year 5): A no-cost extension provides grantees with additional time to spend their grants (until September 2015) to accomplish the reform goals, deliverables and commitments in its Race to the Top application and approved Scope of Work. Grantees made no-cost extension amendment requests to extend work beyond the final project year, consistent with the Amendment Principles (<http://www2.ed.gov/programs/racetothetop/grant-amendment-submission-process-oct-4-2011.pdf>) as well as the additional elements outlined in the Department Review section of the Amendment Requests with No Cost Extension Guidance and Principles document (<http://www2.ed.gov/programs/racetothetop/no-cost-extension-submission-process.pdf>).

Participating LEAs: LEAs that choose to work with the State to implement all or significant portions of the State's Race to the Top plan, as specified in each LEA's agreement with the State. Each participating LEA that receives funding under Title I, Part A will receive a share of the 50 percent of a State's grant award that the State must subgrant to LEAs, based on the LEA's relative share of Title I, Part A allocations in the most recent year at the time of the award, in accordance with section 14006(c) of the ARRA. Any participating LEA that does not receive funding under Title I, Part A (as well as one that does) may receive funding from the State's other 50 percent of the grant award, in accordance with the State's plan.

The **Partnership for Assessment of Readiness for College and Careers (PARCC):** One of two consortia of States awarded grants under the Race to the Top Assessment program to develop next-generation assessment systems that are aligned to common K-12 English

Glossary

language and mathematics standards and that will accurately measure student progress toward college and career readiness. (For additional information, please see <http://www.parconline.org/>.)

Persistently lowest-achieving schools: As determined by the State, (1) any Title I school in improvement, corrective action, or restructuring that (a) is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or (b) is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and (2) any secondary school that is eligible for, but does not receive, Title I funds that (a) is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or (b) is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years. To identify the lowest-achieving schools, a State must take into account both (1) the academic achievement of the “all students” group in a school in terms of proficiency on the State’s assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and (2) the school’s lack of progress on those assessments over a number of years in the “all students” group. (For additional information, please see <http://www2.ed.gov/programs/sif/index.html>.)

Qualifying evaluation systems: Educator evaluation systems that meet the following criteria: rigorous, transparent, and fair evaluation systems for teachers and principals that: (1) differentiate effectiveness using multiple rating categories that take into account data on student growth as a significant factor, and (2) are designed and developed with teacher and principal involvement.

Reform Support Network (RSN): In partnership with the Implementation and Support Unit (ISU), the RSN offers collective and individualized technical assistance and resources to grantees of the Race to the Top education reform initiative. The RSN’s purpose is to support the Race to the Top grantees as they implement reforms in education policy and practice, learn from each other and build their capacity to sustain these reforms.

The **School Improvement Grants (SIG)** program is authorized under section 1003(g) of Title I of the ESEA. Funds are awarded to States to help them turn around persistently lowest-achieving schools. (For additional information, please see <http://www2.ed.gov/programs/sif/index.html>.)

School intervention models: A State’s Race to the Top plan describes how it will support its LEAs in turning around the lowest-achieving schools by implementing one of the four school intervention models:

- **Turnaround model:** Replace the principal and rehire no more than 50 percent of the staff and grant the principal sufficient operational flexibility (including in staffing, calendars/time and budgeting) to fully implement a comprehensive approach to substantially improve student outcomes.
- **Restart model:** Convert a school or close and reopen it under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process.
- **School closure:** Close a school and enroll the students who attended that school in other schools in the district that are higher achieving.
- **Transformation model:** Implement each of the following strategies: (1) replace the principal and take steps to increase teacher and school leader effectiveness, (2) institute comprehensive instructional reforms, (3) increase learning time and create community-oriented schools, and (4) provide operational flexibility and sustained support.

Single sign-on: A user authentication process that permits a user to enter one name and password in order to access multiple applications.

The **SMARTER Balanced Assessment Consortium (Smarter Balanced):** One of two consortia of States awarded grants under the Race to the Top Assessment program to develop next-generation assessment systems that are aligned to common K-12 English language and mathematics standards and that will accurately measure student progress toward college- and career-readiness. (For additional information, please see <http://www.k12.wa.us/SMARTER/default.aspx>.)

The **State Scope of Work:** A detailed document for the State’s projects that reflects the grantee’s approved Race to the Top application. The State Scope of Work includes items such as the State’s specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures. (For additional information, please see <http://www2.ed.gov/programs/racetothetop/state-scope-of-work/index.html>.) Additionally, all participating LEAs are required to submit Scope of Work documents, consistent with State requirements, to the State for its review and approval.

Statewide longitudinal data systems (SLDS): Data systems that enhance the ability of States to efficiently and accurately manage, analyze, and use education data, including individual student records. The SLDS help States, districts, schools, educators, and other stakeholders to make data-informed decisions to improve student learning and outcomes, as well as to facilitate research to increase student achievement and close achievement gaps. (For additional information, please see http://nces.ed.gov/Programs/SLDS/about_SLDS.asp.)

Glossary

Student achievement: For the purposes of this report, student achievement (1) for tested grades and subjects is (a) a student's score on the State's assessments under the ESEA; and, as appropriate, (b) other measures of student learning, such as those described in number (2) of this definition, provided they are rigorous and comparable across classrooms; and (2) for non-tested grades and subjects, alternative measures of student learning and performance such as student scores on pre-tests and end-of-course tests; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across classrooms.

Student growth: The change in student achievement (as defined in the Race to the Top requirements) for an individual student between two or more points in time. A State may also include other measures that are rigorous and comparable across classrooms.

Value-added models (VAMs): A specific type of growth model based on changes in test scores over time. VAMs are complex statistical models that generally attempt to take into account student or school background characteristics in order to isolate the amount of learning attributable to a specific teacher or school. Teachers or schools that produce more than typical or expected growth are said to "add value."